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# The effect of a deliberate psychological education model on the ego development, moral development, and sexual assertiveness of college women

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THE EFFECT OF A DELIBERATE PSYCHOLOGICAL EDUCATION MODEL ON

THE EGO DEVELOPMENT, MORAL DEVELOPMENT, AND SEXUAL

ASSERTIVENESS OF COLLEGE WOMEN

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A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

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Submitted in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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April 25, 2005

Juliana J. H. Mills

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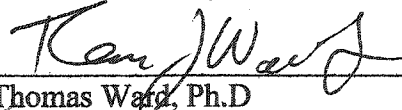
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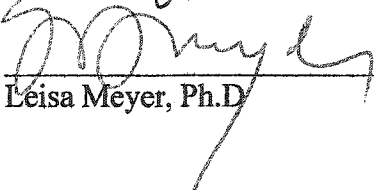Victoria A. Foster, Ed. D, Chair

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Charles Gressard, Ph.D

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Thomas Ward, Ph.D

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Leisa Meyer, Ph.D

## Dedication

This dissertation is dedicated to my amazing family.

To my son, Jack: Your tireless energy, laughter, and hugs served as a beacon through the murky process of finishing this research. Your enthusiasm and love kept me grounded and helped me keep perspective as the degree required more and more of my time. Thank you for cherishing our time together rather than focusing on the moments when I had to work on my "big paper" instead of playing with you. Your kisses lifted my spirits and your love lit my path. I have been blessed with a wonderful little boy.

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This dissertation is also dedicated to the women in my class.

It was an honor to visit your lives for a few months. You are an extraordinary group of women who exhibited immense courage to enroll in the class. It took strength to remain in the class and sophistication to create the safe and supportive environment you experienced. I laughed and I cried as I read your private thoughts and struggles. I cheered and worried for you as you grappled with important matters in your personal and sexual lives. I remain in awe and humility that you allowed yourself to trust me with such meaningful reflections. Footprints, breakfast in bed, and ring pops will never have the same meaning for me…You have enriched my life, and I regard you as a very special group of women. Thank you for inviting me to walk with you for a bit of your journey. It was an honor meeting you.

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It is with great happiness that I am able to thank so many people who have not only guided me but have provided strength throughout this process.

## Abstract

Sexuality is a key component of personality, development, and culture yet it is a domain often neglected in research in developmental theories. Research examining female sexuality is sparse and the sexual stories and experiences of college women are often ignored. Further, college women are faced with negative messages and double standards about sex roles and sexual expectations. Problems of alcohol abuse, sexual violence and coercion, sexually transmitted diseases and unwanted pregnancies can impede cognitive, psychosocial, and emotional development. This study drew on cognitive development theory, specifically the domains of moral and ego development, to create and implement an undergraduate course examining female sexuality. The Deliberate Psychological Education model provided a framework for the course to promote development of moral reasoning, ego development, and sexual assertiveness. While the results indicated a positive impact from the experience of the class, there were no positive, statistical significance data on the outcome of the measures for the intervention group. This study provided a foundation for further research with this population.

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# CHAPTER ONE

# INTRODUCTION

College student life presents young students with a plethora of challenges and unique life tasks. New found freedom from family of origin, time management, unfamiliar roommate experiences, coursework rigor, and introduction to new perspectives and varying cultures can accumulate to an overwhelming stress level for college students. Sexual development and sexuality explorations are also an important and integral life experience for this age group (Tiefer, 1998). Females, in particular, face distinct challenges because these typical life tasks exist within the context of oppression, underrepresentation and confusing social expectations.

Although these women experience stressful situations daily, colleges often do not provide a structured or purposeful atmosphere to support and disseminate information in order to lessen the demand of some of these life tasks. Support for exploring sexuality issues, in particular, is frequently left to the responsibility of peers. Although, peer support can be beneficial, it is often not sufficient in guiding women towards growth and healthy sexual development. If sexuality matters are addressed within the public sector, it is often within a negative or fear-ridden context such as venereal disease or pregnancy prevention. Healthy, positive sexual development is virtually ignored. The unclear solution to resolve these life tasks and confusing sexuality messages often plays havoc with young women's self-image and sexual self-concept. Strategies for encouraging healthy and positive sexual development are virtually absent in the literature on college student development. Most research has been led in pursuit of resolving the physical and problematic perspective of sexuality and little focus has been placed on examining what

defines and may promote healthy and positive sexuality. Thus, it is important to understand the context of college women's sexual lives in the midst of the college student development and relevant life tasks.

This chapter will present an overview of the issues, problems, and trends in female sexuality of college-aged women. The relevancy of ego and moral developmental theories will also be discussed. The implications of these issues in working with and teaching college-aged women will be explored. Operational definitions, research hypotheses, sample descriptions, and general data gathering procedures will also be defined.

<div align="center">Statement of the Problem</div>

<div align="center">*College Developmental Tasks*</div>

Young adulthood is a time of exploration regarding work options, personal interests and personal capabilities. The college environment may present opportunities to explore these developmental discoveries. College students engage in academic activities and peer interactions that promote discoveries of new potentials and perspectives as well as new ways of defining self. White (1996) found trends in personal growth of college students: deepening of personal interests, freeing of personal relationships, humanizing of values, expansion of caring for others, and stabilizing of identity.

Peer socialization is an important life task for young adults. The socialization process sets the stage for a range of behavioral alternatives. Socialization from peers and the mass media may resocialize and reorient the "image" of oneself. As economic and emotional independence develop, an individual may feel more free to reveal personalized standards. As young adults leave the family of orientation, role and status changes are

incurred. This is part of the bridge to personalized values and behavior. While peer acceptance may depend on conformity to peer group expectations, more freedom is available among peers, and there are more peer groups to suit individual values and desires (Libby, 1996). Havinghurst (1985) delineated several additional developmental tasks which include developing emotional stability, getting started on a career, cementing education, establishing intimacy, learning to take responsibility for self, and establishing ties to a social community.

College marks a time of transition as young adults are termed adults legally, can join the armed forces, are allowed to vote and, eventually, given the freedom to consume alcohol. Society begins to regard this age group as adults but, internally, college students might not feel like adults or may not have confidence in their abilities to live independently. Independence from family is evident often for the first time, exposure to new and divergent cultures and perspectives is often a daily challenge, and the rigors of college coursework and time management is frequently experienced at a heightened and stressful level (Rob, Wiersma, & Hughes, 2000). Combined, these developmental tasks require a great deal of mental resource. The new freedoms and developmental tasks presented in college can create immense stress for women.

Another challenging preoccupation for college students is the exploration of how sexuality blends into their private life and social world. Sexuality is a fundamental component of personality, development, and culture. The concept of sexuality is complex in its multiple meanings, sensations, and connections (Foster, 2001). Through interaction, who we are shapes the definition of our personal sexuality, and how we make meaning of our own sexuality significantly affects our constructions of self. As in other

domains, constructions of sexuality are fluid and are grounded in our personal experiences yet also contain multiple realities and narratives about who we are and how we interact with others (Foster, 2001). These narratives are woven into our gender, socioeconomic class, race, and ethnic contexts. Society, family, and our private selves either encourage these stories to be heard or silence them. Human sexuality, and specifically female sexuality, lacks an overarching conceptual framework in which to compare, evaluate, or guide discussions and research (Andersen & Cyranowski, 1995).

*Conceptualizing Sexuality*

One of the most difficult aspects of studying human sexuality is defining the construct (Tiefer, 1991). Sexuality, while being a widely used concept, is rarely defined in research and, therefore, has many diverse meanings leaving researchers and contemporary society to discuss and measure a concept that has no mutual definition or understanding (Mackinnon, 1987; Tiefer, 1987; Reiss, 1986).

One way sexuality can be defined is through the definition of sexual health. In 1970s, the World Health Organization defined sexual health as "the integration of the physical, emotional, intellectual, and social aspects of sexual being in ways that are positively enriching and that enhance personality, communication, and love...Every person has a right to receive sexual information and to consider accepting relationships for pleasure as well as for procreation" (Czuczka, 2000, p. 40). Sexual health is more than freedom from sexual diseases or disorders; it involves the capacity to derive pleasure from sexual activity and intimate relationships, it is non-exploitative and respectful of self and others and is often dependent upon an individual's self-concept (Coleman, 2000). Sexual health requires, trust, honesty, and communication.

Goettsche (1989) defines sexuality as the individual capacity to respond to physical experiences. These experiences are capable of producing body-centered genital excitement and are only subsequently associated with anticipatory or reflective cognitive constructs independent of ongoing physical experiences. That is to say that sexuality emerges from within each person as well as from external sources. Specifically, sexuality entails emotions and biological functioning in the context of culture and society.

Sexuality can also be defined through the metaphor of a kaleidoscope in that it is not static and has the potential to change through the lifespan. It is not a problem to be controlled but a force to be utilized. Sexuality is a potentiality not only an inherent force (Tiefer, 1995) and is constructed from many parts but is more than the sum of its parts. Further, its components help define the larger construct but also are influenced by the perception of the individual and context of culture, class, race, religion, and sexual orientation. It is fluid, reactive, self-defining, and impressionable.

An important component of sexuality is biological sexuality. Specifically, biological sexuality is often defined in terms of genital stimulation and orgasms. The majority of research and pop culture books focus on defining sexuality through its biological expression primarily with an emphasis on problematic activity; however, the biological focus on sexuality trivializes and mystifies the social and psychological aspects of sexuality (Tiefer, 1995). This perspective ignores overarching social influences such as sexual socialization, economic and social oppression and the social climate of violence and aggression towards women (Tiefer, 1995).

Emotions also help define sexuality. Emotions carrying a moral weight defined from social constructions and, although sexuality has no inherent morality, emotional

reactions to sexuality are constructed from the societal and cultural definitions and discourse (Goettsche, 1989). Sexuality and emotions can occur simultaneously and also can be distinct from each other. Emotions influence sexual decisions and meaning-making of sexual behaviors and situations. Emotional reactions and perceptions of sexuality and sexual behavior also greatly affect a woman's self-concept and self-worth.

External forces also influence the definition of sexuality. Cultural and societal regulations place limits on sexuality manifestations as well as channel sexual behavior. Cultural limits include constructing the rules, beliefs, values, and acceptable behaviors associated with sexuality all of which underscore the discourse and regulation of sexuality (Goettsche, 1989). The definition of sexuality has been built through the social constructions of gender, race, and power. Although advertised as a global synthesizes of sexuality, this foundation actually excludes all but privileged, male voices and only serves to organize sexual behavior into distinct categories of good or bad behaviors (Foster, 2001). The assumption that a natural sexuality exists perpetuates the oppression and restriction protected by the dominant culture. A feminist perspective of sexuality supports women in seeking to define their sexual selves instead of having their sexuality defined by a dominant patriarchal culture.

Thus, sexuality is a basic and integral part of our personality and can be defined in terms of relationships, intimacy, pleasure, love, justice, mutuality, and consent (Haffner, 1999; Vincent, 1996). The meaning of sexuality is rooted in and influenced by biological, cultural, and emotional perspectives. It is not one of these things but all of them combined and intertwined.

*College Women's Sexuality*

However, as integral as sexuality is to cognitive, psychosocial, and biological development, it is often the one domain that is absent from academic discussion and research. Sexuality, sexual orientation, sexual decisions, and sexual practices are often regarded in an uncomfortable, somber manner. In most contexts, sex talk is taboo. In a recent study, 72 % of college women revealed engaging in sexual intercourse (Go Ask Alice, 2004). Undergraduate institutions seem to acknowledge such behavior but often regard positive discussions on sexuality as irrelevant in academic arenas. Little academic focus is given to college women's sexuality, and, thus, research and exploration of college women's sexuality is virtually non-existent.

Young women face many challenges when examining their sexuality. The dominant culture uniquely constrains women's sexuality with demeaning, restrictive, and confusing expectations and terms (Tiefer, 1995; Tolman 1992). Young women are unilaterally an underrepresented and often oppressed group and this oppression is quite evident within the construct of sexuality. This sexual isolation is made more prevalent and troublesome because it is coupled with inadequate opportunities to integrate accurate sexual information, within a cultural and moral context. Women are not afforded a safe environment to examine their affective responses and reasoning within the context of sexuality.

Women do not receive many positive messages about their sexuality. They are constantly, "barraged with an ever more confusing and contradictory set of guidelines for how they should manage their developing sexuality: don't be a prude but don't be a slut; have or fake orgasms to ensure that your boyfriend is not made to feel inadequate if you

want to keep him...[ young women] should be sexually available but not sexually in charge of themselves" (Tolman, 2002, p. 8). Women not only face physical consequences of sexuality activity but a social recourse as well. Often, women face negative consequences with available options; if she acts on her sexual desire, she is viewed as a bad girl or damaged goods, however if she does not succumb to others' desires, she is seen as a prude or a tease (Tolman, 2002). Under the erroneous assumption of heterosexuality, society gives the message that young women need to be protected from young men while also being attractive for young men (Tolman, 2002). Fine (1988) recognizes that society tends to define female sexuality in terms of disease, victimization, and morality with an avoidance of women's desire or ability for self-defined, healthy sexual agency.

In addition, women face a number of risks associated with some cultural practices and prescriptions of sexuality. Although modern contraception and more liberal attitudes about female participation in sexual behavior have made sexual activity a more attractive alternative, women still generally incur greater potential costs than men in engaging in sexual activity (Libby, 1999). Many women on college campuses encounter sexual violence and coercion, face discrimination, and experience fear, shame, and guilt regarding their sexuality and sexual activities. Often these feelings create barriers to sexual health. Specifically, a disturbing cross-cultural theme is the evidence of physical and verbal abuse in response to young women's attempts of sexual assertiveness and empowerment (Durham, 1998). Feelings of sexual inadequacy and limitations of sexual expression, can create guilt, fear, and self-deprecation and limiting healthy sexual development (Vincent, 1996).

College women face a plethora of dilemmas and challenges within the realm of sexuality. Specific concerns are associated with women's compliance with gender-based norms for sexual behavior. There is ample evidence that college women are not engaging in adequate preventive behavior (Morokoff, Quina, Harlow, Whitmire, Grimley, Gibson, & Burkholder, 1997). Women may be reluctant to refuse unwanted sex, and although unwanted sex is not considered rape, college women report negative ramifications for acquiescing to the demands of a partner's pressure to accept sexual advances. These ramifications include guilt, anger, lowered self-esteem, and depression. Lewin (1999) reported 42% of college women were victims of sexual coercion in dating and of those women, 70% had unwanted intercourse because of their date's overwhelming arguments and pressure. One in four college women surveyed are victims of rape or attempted rape, and 85% of rapes on campus are acquaintance rapes. However, only 27% of the women whose sexual assault met the legal definition of rape, thought of themselves as rape victims (Bates College, 2004).

Another concern is that by adopting a sexually passive role, women do not have the opportunity to assert their own sexual interests by initiating sexual activity. Women's socialized deference to men encourages mixed messages to both genders. This confusion can lead to the perception that no really means yes. Finally, passivity and deference in women's sexuality can result in unwanted pregnancy and disease. College students are particularly at risk of contracting sexually transmitted infections (STIs) because they fall in the age range that has the highest growing rates of sexually transmitted infections in the nation (CDC, 2004). Forrest (2001) estimates that 43% of women have at least one pregnancy by the age of 20 and women have become the fastest growing group of people

with acquired immunodeficiency syndrome (AIDS). Pregnancy and STI prevention requires women to negotiate sexual behavior with a partner, and sexual assertiveness appears to be an important component in this endeavor.

In society and in research, the stories of young adult women are often silenced, unnoticed, or ignored (Tiefer, 1995; Tolman, 1992). Research and contemporary society seem to rarely acknowledge the positive, healthy part of a late adolescent female's sexuality. Efforts to understand the complexity of young women's sexuality in the context of their lives are extremely rare. Further, the notion of promoting healthy and positive sexual development is almost absent in the literature on college student development. Most research has been led in pursuit of resolving the physical and problematic perspective of sexuality and little focus has been placed on examining what defines and thus promotes healthy and positive sexuality. College women are sexual beings and in order to help them develop to their fullest capacity in all aspects of their lives, accurate information and opportunities are needed that enable them to conceptualize and optimize their sexual health.

<center>Developmental Framework</center>

Cognitive development theory may lay a foundation and provide a framework in order to promote domains of cognitive development, specifically ego and moral development, which in turn could strengthen a woman's sexual assertiveness and construction of healthy and positive sexual agency. Cognitive development theory suggests that through understanding the cognitive complexity of an individual, insight can be gained into the reasoning and behavior of the individual. It is concerned with meaning making across the lifespan and examines how thought processes affect behavior.

Moral development, a domain of cognitive development theory, has been defined as an individual's progression of interpretation and understanding of moral order and justice (Rest, Narvaez, Bebeau & Thoma, 1999; Kohlberg, 1969). Kohlberg focused his conception of moral reasoning on moral judgment and devised a model of moral development. His model incorporated three, overarching levels that explain the progression and interpretation of understanding moral order and justice. Kohlberg posited that individuals access a range of justice-based thinking in order to make decisions regarding moral dilemmas. Moral development purports that higher levels of reasoning are preferred and related to healthy functioning. Rest et al. (1999) extended Kohlberg's view of moral reasoning with an examination of macromorality and micromorality. Macromorality examines the assumptions and reasoning of an individual and how it relates to larger and more formal structures of society. Micromorality is concerned with individual relationships and everyday interactions.

Another domain of cognitive development is ego development. Ego development is the progression of meanings that the individual reflects within inner experiences and perceptions of people and events. It is a sequence of maturing stages of functioning reaching across personal relationship, moral development, cognitive style, and impulse control. Ego development describes the differentiation of the conception of self within the environment (Loevinger, 1988). It is a movement away from self-protective behaviors towards an integrated understanding of self and other and the complex relationships within these interactions. Loevinger (1988) does not purport that an individual progresses along a hard stage development but rather functions within

different levels throughout the lifespan. Higher stages of development are not necessary considered better but reflect an ability to adapt and to be well adjusted.

College academia provides an atmosphere that can help promote cognitive development. Kohlberg (1970) concluded that cognitive change can occur when discussions succeed in arousing cognitive conflict. When an individual is exposed to cognitive reasoning higher than their current level, the individual may become uncertain of the adequacy of the original position and begin to consider the merits of the other positions (Hersh, 1976). An individual does not merely switch positions; rather, the individual begins the process of restructuring ways of reasoning. Thus, this change represents reconsideration and reorganization. Sprinthall and Mosher (1988) developed a deliberate psychological education (DPE) model to meet the conditions for promoting cognitive growth. These conditions include an atmosphere which is both supportive and challenging, role-taking experiences in helping other individuals, guided reflection regarding the experience, and a refined balance between active experience and reflection (Snarey, 1985). Cognitive development, particularly ego and moral development and the construct of sexual assertiveness, are relevant concepts within which to explore college women's development. Promoting cognitive development and sexual assertiveness may provide a framework for women to strengthen healthy sexual agency and positive views of sexuality.

## Purpose of the Study

The purpose of this study is to examine the effect of a deliberate psychological education model on the moral development, ego development, and sexual assertiveness of college women in the context of sexuality. This study defined the term, *sexuality*, as

the expression of a person's physical gender to others and the feelings they have about

the implications their physical sex has for their behavior and current life tasks. Although

human sexuality involves other genders, this study will focus solely on female sexuality

and the unique constructs imposing, influencing, and enhancing is fruition.

Definition of Terms

*Young adult college enrolled women*: Women, between the ages of 18 and 22, enrolled

full-time in an accredited college or university.

*Sexuality:* The expression of a person's physical gender to others and the feelings they

have about the implications their physical sex has for their behavior. It is the quality of

being sexual.

*Sexuality Education:* An education program designed to disseminate information about

sexuality. This information includes but is not limited to sexual behaviors, physical

attributes and functions, disease and pregnancy, affective responses, and sexual decisions

and choices within a relevant context.

*Moral Development:* An individual's progression of interpretation and understanding of

moral order and justice.

*Ego Development:* Ego development is the progression of meanings that the individual

reflects within inner experiences and perceptions of people and events. It is a sequence of

maturing stages of functioning reaching across personal relationship, moral development,

cognitive style, and impulse control.

*Sexual Assertiveness*: Strategies used by women to accomplish goals of sexual autonomy

as being expressed through the response classes of initiation of wanted sexual events and

refusal of unwanted events.

*Deliberate Psychological Education Model*: A cognitive-developmental intervention

approach designed to promote moral and ego development.

<div align="center">Conclusions</div>

This chapter presented an overview of the current issues and problems relevant to

college-aged women's sexuality and the implications to the application of a cognitive-

developmental approach to examining female sexuality. The theoretical rationale for

moral and ego development and sexual assertiveness were discussed. On overview of the

research design was given which provided operational definitions, expected study results,

general sample characteristics and data gathering procedures.

Chapter Two will present a more in-depth, purposeful review of the literature

relevant to this research study. Chapter Three will describe the research design and

methodology, ethical considerations, the internal and external threats to the validity of the

study and the treatment intervention. Chapter Four will provide a detailed description of

the intervention. Chapter Five will present the analysis of the results of the study.

Chapter Six will present a summary and discussion of the study and results, limitations

and conclusions, and implications for educators working with this population as well as

implications for future research.

CHAPTER TWO

This chapter will examine research regarding sexuality in college-aged women. The cognitive-developmental models and intervention model chosen for this research study will also be examined, and a select sample of research findings that provide empirical validation of these models and relevance for utilizing these cognitive-developmental paradigms with college-aged women will be reviewed. The implications of these findings to this research study will also be discussed.

REVIEW OF THE LITERATURE

Introduction

As noted in Chapter One, sexuality is a fundamental component of our personality, development, and culture. The concept of sexuality is complex through its multiple meanings, sensations, and connections (Foster, 2001). Through interaction, who we are shapes the definition of our personal sexuality and how we make meaning of our own sexuality significantly affects our constructions of self. As in other domains, constructions of sexuality are fluid and are grounded in personal experiences yet also contain multiple realities and narratives about who we are and how we interact with others (Foster, 2001). These narratives are woven into gender, socioeconomic class, race, and ethnic contexts. Society, family, and our private selves either encourage these stories to be heard or silence them (Tolman, 2002).

As integral as sexuality is to cognitive, psychosocial, and biological development, it is often a domain that is absent from discussion and research. If it is noted, sexuality is typically considered a separate entity from our construction of self instead of an integral contributor to our personality and multi-domain development. Sexuality, sexual

orientation, sexual decisions, and sexual practices are often regarded in an uncomfortable, somber manner. In most areas, sex talk is taboo. As a result, human sexuality, and specifically female sexuality, lacks an overarching conceptual framework in which to compare, evaluate, or guide discussions and research (Andersen & Cyranowski, 1995).

Specifically, in society and in research, the stories of late adolescent, college-aged women are often silenced, unnoticed, or ignored (East & Adams; 2002, Tolman, 2002; Tiefer, 1995; Fine, 1988). If sexuality is discussed, it is usually within the negative context of unwanted pregnancies, sexually transmitted infections (STIs), acquired immunodeficiency syndrome (AIDS), sexual assault, or substance abuse (SEICUS, 2003; Tolman; 2002; Rob, Wiersma, & Hughes, 2000). Research and contemporary society seems to rarely acknowledge positive, healthy aspects of late adolescent female sexuality. Practices and research to understand sexuality in the context of their lives are extremely rare. Further, the notion of promoting healthy and positive sexual development is virtually unheard of in professional literature. As educators, emphasis must be placed on recognizing that college women are sexual beings; and in order to help them become fuller realized and developed adults, higher education institutions must provide information and opportunities that allow them to conceptualize and optimize sexual health. Most research has been in pursuit of resolving the physical and problematic aspects of sexuality and little focus has been placed on examining what defines and, thus, promotes healthy and positive sexuality. Such research is integral to promoting the sexual health and agency of college-aged women.

Young adulthood presents women with unique challenges and life tasks within and outside the context of sexuality. The ability to incorporate the integration of these

tasks into everyday life and psychosocial behavior is integral to healthy functioning (Berger, 1994). Berger (1994) highlights two important life tasks related to self-identity exist for young adults. The first task involves the need for affiliation. Affiliation involves the need for love, belonging, and intimacy. The second life task is the need for achievement which includes success, self-esteem, and career focus. Late teens and early twenties are traditionally a time when young adults break away from their guardians and begin making choices concerning affiliation and achievement as they redefine the patterns of their lives. This redefinition is through comparing and contrasting their choices to social norms and expectations.

## College Student Development

College years denote a time of transition that involve multiple adjustments including a reexamination of identity, exploration of new social relationships, and changes in living situations. Change occurs in college students as a result, often, of the rich educational environment provided by institutions. The changes occur on varying areas such as intellectual, psychological, social, and relationship arenas. Research indicates that college can help students establish personal identity and psychosocial health (Chickering & Reisser, 1993; Erikson, 1968).

College student development has been a major concern of student affairs professionals for decades (Lease, 2002). College student development describes how students move through developmental tasks while attending college (Brendel, Kolbert & Foster, 2002; Lease, 2002; Baxter-Magolda, 1990). Psychosocial development is an integral element of college student development. As educators increasingly become involved in measuring outcomes of higher education, emphasis has also been placed on

understanding cognitive development's role in college student development (Baxter-Magolda, 1990). Piaget (1972), Erikson (1959), Chickering (1969), and Perry (1970) have formulated models which influence and help describe student development.

Piaget (1972) defined intellectual development as "the evolution of thought structures characterized by qualitatively different assumptions about knowledge" (p. 26). Piaget further postulated that humans share two invariant functions: organization and adaptation. He described how individuals are designed to establish and maintain equilibrium with the environment. These basic tenets are key foundations of cognitive development and will be further explored in the discussion of the model of cognitive development. Piaget's (1972) theory describes four major periods of cognitive development in childhood: sensorimotor, preoperational, concrete operations; and formal operations.

Erikson (1980) extended Piaget's work and formulated crises in a stage progression that relate to life tasks young adults face. Erikson described these crises as a struggle between extremes of successful and unsuccessful resolutions of the developmental task. The actual outcome of any crisis is a balance between the extremes. The more positive the resolution, the more likely it is that the person will continue to develop.

The fifth stage is critical to young adulthood and it concerns identity or a personal sense of sameness and continuity and is termed the crisis of identity vs. role diffusion. The adolescent must consolidate sexual feelings, social role expectations and his or her own personal heritage. Identity is the integration of these three components into a whole. Role diffusion, on the other hand, represents a failure to bring the three aspects together.

With role diffusion, each part places a distinctly different pressure on the individual. Without identity, the person moves from role to unsatisfactory role, never forming identity or having a sense of sameness or continuity.

Erikson's theory is one of the few frameworks that mention the role of sexuality in individuals' development. The first four crises have great implications for psychosexual development. During adolescence, Erikson believed that individuals try on new roles, new behaviors, and new ideas to see what fits. Much of sexual life is of the self-seeking, identity-hungry type; each partner is really trying to reach him or herself. Adolescents project their sense of self onto their loved one so that they can clarify themselves. Through experimentation and projective thinking, adolescents form their sexual identity. The crisis of identity, if successfully resolved, provides the individual with the ability and knowledge that he or she can love. The sixth issue is intimacy versus isolation. Intimacy requires sharing identity through exposing who they are as well as attempting to understand other people's identity. Personal development continues through the ability to adjust and accommodate to others while holding onto a sense of self (Bower, 1980).

For late adolescent women, Erikson's intimacy stage is a primary task. Some women, however, may still struggle with her sense of identity if her level of dependence on guardians is high. Late adolescence denotes a time period involving a transition into adult roles. This transition requires a reexamination of personal and intimate relationships as well as the role of school, work, and community in her life. Young adult women are searching for meaning in their lives. They are beginning to stabilize their identity and often find themselves changing the identity they forged in adolescence. An adolescent

asks "Who am I" but a young adult asks "Where am I going and with whom?" (Bower, 1980). Marcia (1980) furthered this concept by adding that the existence of personal crisis and the degree of commitment to issues in these areas adds to the stabilization of identity at this age.

Erikson's theory has been utilized to conceptualize college student development. Rice (1992) studied individuation from freshmen to junior year in college, sex differences in separation and adjustment to college, and within-year and across-year association between individuation and adjustment. In a longitudinal study, 130 students completed measures of separation-individuation and college adjustment in their freshmen year. The measures included the Psychological Separation Inventory and the Student Adaptation to College Questionnaire. In the follow-up study two years later, 81 of the original participants completed measures in their junior year. Rice's study was methodologically sound and data analysis was sophisticated and insightful. Rice found statistically significant increases in individuation from guardians over time for both men and women. Increases were found in emotional, conflictual independence, academic, and social adjustment. Gender-specific patterns of individuation and adjustment emerged in both freshmen and junior years. These patterns of freshmen women's separation-individuation was associated with social and emotional adjustment. This result was not found in men. In women's junior year, separation-individuation was associated with social adjustment whereas separation-individuation was associated with emotional adjustment in junior men. These results could mean that men benefit from stable, minimally conflictual relations with fathers but once the transition is complete, men may develop alternative means of support such as peer friendships. Conversely, for women parental relationships

are consistent correlates of social and emotional well-being. Finally, the developmental

tasks and demands of young adults in college appear affected by the presence or absence

of conflicted relationships with parents. Negotiating freedom from dependence on

guardians often occurs while individuals maintain attitudinal similarities with guardians.

It could be hypothesized, through the results of this study, that it is crucial to note

developmental and social influences on college students' development. The need to

study the unique experiences of both genders is also an important implication of this

study. Women and men may experience college differently and research must not base

research on the assumption of similarity of gender.

Chickering (1969) emphasized the importance of developing interpersonal

competence. Interpersonal competence is defined as, "the ability to work cooperatively

and productively with others as well as recognizing and accepting interdependence as an

essential reality of living" (p.7). Chickering described seven vectors of student

development. The model conceptualizes individual achievement of competence as a

range of intellectual curiosity to an exploration of value and belief sets. He purported

that students may make significant progress in one vector but lack progress in another.

Chickering emphasized the distinction of describing his model as delineated vectors

rather than stages because he envisioned development as having direction and magnitude

that could be expressed as spirals or steps rather than a straight line (1969).

Perry (1970) contributed to college student development by developing a model

that evaluated how students moved towards more complex ways of thinking. He

postulated that ethical and intellectual development in adolescence and early adulthood

progresses from a dualistic right or wrong way of knowing to a relativistic view that all

ways are equally right. He devised a schematic view of how individuals understand how they come to know. Perry's model begins with Dualism. Knowledge is seen as existing absolutely, matters are seen as right or wrong, students' are merely a container for truth, and individuals have little capacity for dealing with conflicts and truth. Multiplicity schemas denote the theme that everyone is right and no one is wrong. Further, individuals recognize that there are multiple perspectives to problems but are unable to evaluate each perspective adequately. Individuals residing in the Relativism stage sees that everyone has an own opinion and could equally be the truth as noted by Perry (1970) and contextual to particular circumstances and related values. Knowledge and truth are relative to one's experience. The final schematic position falls within the individual's commitment to relativism. An individual in this stage sees that some ideas are more right than others and that one needs to look carefully at the claim and supporting evidence. Students accept responsibility of a pluralistic world and through acts of commitment establish their identity. Their commitment is based upon life's goals and choices.

Perry's nine schematic, cognitive structures progress along a continuum of hierarchical positions. Through a process of differentiation, dualisms of universal rights and wrongs give way to a situation morality of difference and relative rightness. As life choice occurs, a socially constructed context for self develops. Eventually, a reintegrative transformation occurs as the young adult commits to personal moral standards within a context of relativity (Perry, 1970). Perry emphasizes that educators can facilitate students' development by understanding how students come to know, realizing that periods of transitions and regressions occur, and providing a supportive yet challenging environment (Magolda & Porterfield, 1988; Perry, 1970).

Marra & Palmer (2004) examined students' levels of intellectual development to understand how college experiences affect students' ability to think in complex ways about difficult problems. Nineteen senior college students, majoring in engineering, were purposefully selected to represent the high and low ends of Perry's schema from an original sample of twenty-seven college students. Qualitative methods were employed to find emerging themes in interview and demographic data. Trained interviewers asked students to reflect upon their ideal college education, learning preferences, definitions of truth, and problem-solving techniques. An independent scorer from the Center for the Study of Intellectual Development rated the interviews in terms of Perry's position of development. 10 of the participants rated as five or above and nine students ranked four of below. Four themes emerged from the qualitative inquiry: teaching and learning, problem-solving processes, group work, and "whole" college experience. Both groups valued teaching and learning experiences that allowed for intellectual independence and neither group championed passive learning in a lecture-based class. They expressed interest in being challenged to think through implications of new material. This study also found that students were interested in receiving opportunities to ask questions, receive feedback, and seek guidance within the classroom environment. This study gives limited methodology explanation and does not describe clear qualitative methods, which weakens the generalizability of the results. However, the students' voices are powerful and relate to the tenets supported in models in promoting growth (Sprinthall & Mosher, 1988).

Schrader (2004) conducted a meta-analyses of studies and epistemological articles examining how the levels of safety in intellectual environments are related to intellectual

development. Although methodology is significantly lacking in description, Schrader's conceptualizations were important and noteworthy. Intellectual safety is defined as "an epistemic 'fit' or lack of fit between student and professor's epistemology and moral climate" (p. 87). In short, students can be challenged in their viewpoints and worldviews and either feel supported and safe or threatened and uncomfortable. Recognizing the intellectual development position was described as key to matching the characteristics of safety for each intellectual position. Specifically, an environment where the professor gives unstructured experiences within clear expectations might cause some students discomfort while other students might have relished the opportunity and view the experience as an empowering challenge. Experiencing an intellectually safe climate could provide an optimal environment for development and reflection. The safety atmosphere of a classroom is integral in creating an environment suitable for growth.

*Challenges of College Life Impacting Sexuality*

Young adulthood is a time of exploration regarding work options, personal interests and personal capabilities. This period of life involves greater personal freedom and independence and increased involvement in intimate relationships (NIAAA Reports, 2004). Individuals who choose to attend college face these developmental tasks in addition to unique challenges present by the college atmosphere. College students engage in activities and peer interactions that promote discoveries of new potentials and perspectives as well as new ways of defining self. The atmosphere of college can also present exceptionally challenging choices and experiences to young adults.

Research has identified a number of critical concerns (Logan, Cole & Leukefeld, 2002; Impett & Peplau, 2002; Bower & Collins, 2000; Turrisi, Wiersma & Wiersma,

2000; Kelly & Kalichman, 1995). Independence from family and exposure to new and divergent cultures and perspectives are typical stressful experiences for college students. The rigors of college coursework and demands of organized, time management also heighten students' stressful levels (Rob, Wiersma, & Hughes, 2000). Greatly expanded freedom and opportunities for new perspectives and experiences are also apparent in college women's sexual lives (Turrisi et al., 2000). Through interaction, sexual lives affect college student development and issues of college student development affect college students' sexual lives (Bower et al., 2000). Thus, it is important to understand the context of college women's sexual lives in the midst of the college student development and relevant life tasks. The following literature review addresses some of the particular intersections of student development and sexuality for college students.

Alcohol consumption and alcohol-related problems present significant concerns for young adult students. Individual student factors affect college drinking behaviors including genetic vulnerability, family acceptance, addictive personality traits, alcohol beliefs, religiosity, prior drinking, and peer influence (NIAAA, 2004). Environmental factors related to collegiate drinking are social party scenes, presence of a Greek system, predominately White and coeducational demographics, the importance of athletics, existence of substance-free residence halls and campuses, school size, and ratio of commuter versus noncommuter schools (NIAAA, 2004). Alcohol consumption has been linked to higher rates of sexual violence, sexual coercion, and greater sexual activity (Donat & White, 2000; Kahn & Mathie, 2000). The emotional, physical, and psychosocial ramifications of this abuse affect student development and sexual health (Kahn & Mathie, 2000).

Turrisi, Wiersma, & Hughes (2000) examined the relation among drinking beliefs, drinking tendencies, and behavioral consequences in 266 incoming freshmen college students. Results were limited because the authors relied on self-reports and originated two surveys without prior reliability and validity testing. The Young Adult Alcohol Problems Screening Test was also used for the study. Data analyses were not reviewed or reported. They found a direct relationship between binge-drinking consequences and drinking beliefs. Specifically, the study found that alcohol can make positive transformations, can enhance social behavior, and can increase negative affect and normative approval. Individuals who held more positive beliefs regarding alcohol's effect on positive transformations and enhancement of social behavior were more apt to experience the negative consequences associated with binge-drinking tendencies relative to individuals with less positive beliefs. Direct relations were not observed between consequences and the drinking beliefs regarding physical risk and health orientation. This study helped illuminate the drinking behaviors and patterns of college students and conceptualize drinking behavior within a cognitive model. Perhaps understanding the reasoning of individuals who choose to binge drinking will help colleges enact education to minimize the behavior. Understanding links between binge drinking and sexual behavior may also help colleges to incorporate sexual ramification into student development models.

With the introduction of a wide variety of situations involving alcohol and sexual opportunities, increased prevalence of sexual violence or coercion often occurs on college campuses. The emotional and physical ramifications of sexual violence are significant and frequently stunt development and limit academic performance within victims of

sexual violence.   Concern with sexual violence towards female college women has dramatically increased in the past two decades.  Violence has been seen in forms of domestic violence, stranger rape, date rape, and coercisive rape (Fisher, Cullen & Turner, 2000).  Studies have found that one in four women are victims of sexual violence.  (Go Ask Alice, 2004; Fisher et al., 2000).  Studies also suggest a high link between alcohol use and sexual violence (Kahn & Mathie, 2002).

Impett & Peplau (2002) examined the relationship between attachment style, cognitive reasoning, and compliance with requests for unwanted sexual activity. An ethnically diverse sample of 125 college women who admitted to consenting to unwanted sex activities with a current sexual partner participated in the study.  They completed an 18 item measurement of attachment constructed by Collins and Read to measure attachment style, answered questions related to a pilot-studied scenario describing an hypothetical situation with their current partner to measure consensual unwanted sex, ranked statement importance related to a self-described occurrence of consenting to unwanted sexual activity to decipher reasons for consenting to unwanted sexual activity, and answered a standard 7-item measure of commitment.  Impett & Peplau formulated a model after completing path analysis.  They found that anxiously attached women were most willing to consent to unwanted sex and reported fearing their partner would lose interest in them if they denied the activity.  Avoidantly attached women were found to passively comply with partner's sexual requests as an obligation to the relationship responsibilities.  Although the small sample size prevented path analysis of ethnic differences, the study highlights the importance of exploring ethnic and racial differences in sexual violence and coercion.  This study supports growing research that college

women engage in sexual activity for a variety reasons in addition and other than sexual desire. The cognitive processes, when making decisions regarding compliance, are important variables to consider. Finally, Impett & Peplau's study is relevant to this study as it illuminates the emotional, psychological, and psychosexual ramifications of this behavior and suggest how it affects woman's education, identity, and social adjustment in college.

An increase in sexual activity, alcohol consumption, and sexual violence coincides with an increased with contracting a sexually transmitted infection (Bower & Collins, 2000). Stunted emotional, intellectual, and academic development is also associated with STI contraction (Logan, Cole & Leukefeld, 2000). Significant emotional and physical ramifications are associated with STIs. The emotional ramifications include embarrassment, stigma and decreased respect, fear of rejection, shame, guilt, and suicide ideations (Logan et al., 2000). Physical ramifications include a life-long presence of symptoms, life-long medication and health care needs and death. Sixty-three percent of all sexually transmitted infection cases occur in people younger than 25 years of age, and among those people, 25 percent of them are college students (King, 2005). Specifically, one in four college students have an STI (King, 2005). The CDC estimates that one-half of new HIV infections may be among people under the age of 25 (CDC, 2004). The freedom that comes with being away from home brings new opportunities for sexual activity. The immortality that some college students feel results in consequences that can be dangerous and potentially life threatening. Presence of an STI can detrimentally affect college women's college experience.

Bower & Collins (2000) examined the experience of college students living with HIV infection and AIDS in order to tailor educational practices to the needs of such individuals while in college. The researchers observed the students for a four month period and participated in an extensive AIDS training program. Five students were selected and completed a series of qualitative interviews. Two themes emerged: student development related to Kohlberg's moral reasoning, and underground network and support systems. Interviewed students revealed that they had little energy to grow intellectually or socially outside the classroom setting. They reported a stunting of interpersonal growth and sexual development. Students reported intense feelings of loneliness, isolation, anger, and fear as well as a considerable awareness of moral issues. Their awareness of moral issues, however, was debilitated with their difficulties in working through psychosocial challenges due to their isolation, lack of energy, and anger. Although limited in ability to generalize, this study helped highlight the challenges facing college students with HIV infections, the need for prevention of STIs in the college, and the lack of support for students living with STIs or HIV infections on college campuses. The study helped link the impact of problematic sexual issues with college student development.

### Sexuality and College Women

As discussed previously, young women face many challenges when examining their sexuality. The dominant culture constrains women's sexuality with demeaning, restrictive, and confusing expectations and terms (Tiefer, 1995; Tolman 1992; Fine, 1988;). Young women are unilaterally an underrepresented and oppressed group. This oppression is quite evident within the construct of sexuality. Sexual isolation may be

more prevalent and troublesome when it is coupled with inadequate opportunities to integrate accurate sexual information, within a cultural and moral context. Further, women may not be afforded a safe environment to examine their affective responses and reasoning within the context of sexuality.

Understanding female sexuality entails examining the effects of oppression, the relationships between sex and gender, and the affect of race, class, ethnicity and religion on sexual experience and perception. Female sexuality has been historically restricted to socially sanctioned areas, such as heterosexual marriage, and serve to maintain a double standard for men and women's sexual standards and morality (Foster, 2001). Sexuality expressed outside those boundaries are often pathologized or condemned. Gender is also a socially constructed cluster of social and sexual behavior expectations and is a construct which is a catapult to and mainstay of sexuality (Tiefer, 1991). Many college women are just beginning to recognize gender constructions and oppression and even fewer are starting to challenge traditional or societal assumptions about their own gender expectations and those of peers (Galway, 1998).

Research supports the existence of a sexual double standard and the oppression and limits of sex roles and sexual expectations are seen multiculturally (Tolman, 2002; Tiefer, 1995; Durham, 1998). Young women are continuously bombarded with mixed messages of sexual subordination and constraint. Women are encouraged to cast themselves as heterosexual objects of male desire while being admonished never to succumb to that desire or to acknowledge their own. In short, college-aged women are tasked to be sexual objects but not sexually desirous. In addition, their primary sexual role is culturally defined as bearing the burden of rejecting or accepting male advances

without any interrogation or analysis of those advances. The emphasis on a women's sense of choice in relation to male sexual ardor is celebrated as being empowering for girls; however, some feminist arguments champion the notions of choice and consent without positioning these possibilities within the context of patriarchal dominance and submission (Durham, 1998). This sexual ideology denies the possibility of sexual negotiation of a more equitable sexual dialogue between women and men. It reminds women that they are defined by their bodies and confirm the belief that men's sexuality is uncontrollable while female sexuality must remain restrained (Durham, 1998).

Unfortunately, little research has been conducted to understand how sex role stereotyping and oppression affect lesbian sexual relationships and college student development in college-aged women. This sexual minority group has an additional struggle in student development in that their sexuality is often not automatically recognized and respected in a contemporary society that is male dominated. College women, who are lesbian, may feel burdened by a need to live in secrecy if the academic or social atmosphere is laced with discrimination and hate (Herek, 1993). Fear of harassment and antigay violence may influence behaviors and determine the level of comfort in revealing sexual orientation to others (Williams, Menoza & Shippee, 2001). Lesbian women of color often experience confounded condemnation because they experience oppression both from within and outside their group by defying the heterosexual norm (Sanford & Donovan, 1986).

Sexual orientation is an area of oppression and societal restraints as well as an important element of a woman's identity. Sexual orientation refers to the gender of one's partner to whom one is attracted and with whom one falls in love but it is often used as a

benchmark for oppression, violence, and discrimination (Baber & Allen, 1992). Some college women may have a clear understanding of who they are attracted to while others may experience a mixture of attraction, fantasy, and love that may shift over time (Lippa & Arad, 1997; Sanford & Donovan, 1986). Still other woman may understand their sexual orientation but are afraid to demonstrate or act upon it for fear of reprisal and societal rejection. The social construction of sexual orientation is particularly salient regarding social, economic, and political ramifications of compulsory heterosexuality. The resulting stratification of power and limited access to heterosexual privileges is often noticed only by those negatively affected. Awareness of the complexities of privilege varies with an individual's and society's willingness and ability to tolerate and appreciate difference (Galway, 1998).

Internalized sexual prejudices resulting from oppression and sexual double standards within cultural, societal and religious beliefs can inhibit women's sexual response and development (Santos, 1985). It can also have detrimental affects on a woman's self-concept and self-worth (Tiefer, 1995). Mock (1985) found that if a woman is ruled by societal sex role and gender socialization expectations, she may repress her sexual expression or experience stunted healthy sexual development. If she responds to her sexual needs and expresses her sexuality, then she may feel guilty and deviant.

Although some political and social changes have allowed for greater definitions and acceptance of female sexuality, notable issues such as abortion and lesbian relationships remain politically charged and hold great symbolic weight (Foster, 2001). Oppression, gender inequalities, and double standards harm women's development of healthy sexual scripts and greatly affect a young women's development of self and

differentiation from society. Historically, women have not been taught they have an intrinsic sexuality of their own. Instead, they have been taught to respond to male sexuality (Sanford & Donovan 1986). Systemic societal changes and individual perceptions and pronouncements must be altered to curb the detrimental affects of the inequities women face in the context of sexuality.

Katz & Farrow (2000) studied the effect of the sexual double standard on women's sexual decision making and morality. The sample included 242 heterosexual, never-married undergraduate women enrolled at a large state university. The population socioeconomic status was upper-middle class but the sample was represented well multiculturally. The study examined women's internalization of messages about morality and desirability influence in the context of sexuality. The participants completed measures of sexual self-views, sexual adjustment, ideal and "ought" self-guides, depression, and anxiety. Sexual adjustment was examined as a function of the bivariate model, then differences between women's descriptions of their actual selves and their ought self-guides were analyzed. Residual scores were calculated by regressing actual self-views on women's self-guides. Separate residual scores were calculated for actual self-views and self-guides regarding positive and negative sexual self-attributes. One way ANOVAs were conducted with group discrepancy status as the between-subjects variable. Sexual desire, depressive symptoms, and anxious symptoms were separate dependent measures.

Results suggested that discrepancies between women's actual self-views and both types of self-guides were related to both sexual adjustment and emotional distress. Self-standards may be comprised of both negative and positive attributes. Women's "ought"

self-standards were characterized by an ambivalence about sexual morality. This may mean that women view themselves as morally obligated to be both sexually constrained and sexually pleasing to their romantic partners. Women's ideal self-guides were comprised of positive attributes that were uniformly more positive than their actual self-views. The method procedures were not clearly stated and, thus, hard to replicate but analysis was detailed allowing for interpretation of results to be more clearly understood. This study helps identify the conflict women face within the double standard of sexuality. Women experience a greater freedom to participate in sex than in the past decades but are still constrained by a more covert and powerful double standard about sexual morality. Women's internalization of messages about sexual morality and desirability influence their "ought" and "ideal" self-guides for sexuality.

Brooks-Gunn & Furstenberg (1998) examined the knowledge base and research emphasis on adolescent sexual behavior through a meta-analysis. Research trends emphasize factors associated with the onset of sexual behavior, research omissions on sexual behavior; biological, social, and cognitive processes as related to sexuality; and use of contraceptives. The study found that the onset of sexual behavior in the teenage years is considered a function of cohort, gender, and ethnic differences. Historically, research has omitted sexual behavior other than intercourse but adolescents are engaged in many other sexual activities. Most young adults do not consciously plan to become sexually active and do not foresee their first sexual experience. Specifically, the first experience is usually not a conscious decision but something that they viewed as happening to them through circumstances. Research also indicates that developing bodies and hormonal changes have strong influence on sexual activity. Further, parental

influence appears to be strong on adolescent sexual activity but research is sparse in strongly validating this correlation. The adolescent's feelings of connectedness with his or her parents are also associated with later onset of intercourse. Peer influence is prevalent; and friendship choices, early dating, and perceptions of peer groups' behavior are predictors of sexual activity. Poor academic performance and lower SES aspirations are associated with early intercourse experience. Although the findings are insightful and important, the study's reliability is compromised because the methodology description is weak and no criteria are given for deciding inclusion of the research in the meta analysis. This study helps indicate a link between moral and ego development to adolescent sexuality as well as factors associated with adolescent sexual behavior.

Women's self views also affect their sexual activity and self-assessment of decisions. Smith, Gerrard, and Gibbons (1998) conducted two studies looking at the relationship between self-esteem and interpretation of health risks in sexual activity in college women. The first study involved 25 college women who were sexually active, unmarried, and attending a large public university. The second study included 273 college women in a Midwest university. An experimental paradigm was employed in the first study to examine the influence of self-esteem on sexual and contraceptive behavior on college women's perceptions of vulnerability to unplanned pregnancy. The second study used a longitudinal design to examine how self-esteem also moderates the relation between naturally occurring changes in college women's sexual behavior and changes in their risk perception. A hierarchal regression analyses was conducted and results indicated that women with high self-esteem used self-serving cognitive strategies to

maintain their risk perceptions. This study had sound methodology, is easily replicable

and yielded important findings relevant to self-esteem and college women's sexuality.

This study helps to incorporate subcontexts of sexual assertiveness into the context of

college women's sexuality and student development.

Young adulthood presents individuals with developmental tasks that affect

psychosocial health and happiness. College students face additional challenges as the

atmosphere of college exposes students to new perspective and experiences. Many

opportunities in college are positive and beneficial to students but some experiences

render significant consequences in psychosocial and student development. Alcohol use,

increased risk for STIs exposure, and sexual violence can negatively impact student's

development and experience in college. College environments may be supportive of the

expected developmental tasks as well as, when devised with purpose, provide students

with necessary support to prevent negative consequences in their academic, social, and

sexual lives. Cognitive developmental theory may provide a framework to guide college

institutions' support of college students' positive development and experience in college.

Cognitive Developmental Theory

*Relevancy to College Student Development*

College is often a time during which many students meet and grapple with issues

of adulthood for the first time away from the context of family of origin. The college

environment presents an opportunity to promote psychosocial development. Cognitive

developmental theory provides a model for college student development that describes

how students think and how cognitive shifts may occur. Specifically, moral and ego

development conceptual domains provide a foundation for promoting cognitive and

intellectual development in college students. Designed for intellectual development, college courses may also address moral development in areas of logic, ethics, and behavior. The social and academic atmosphere of college may also provide opportunity for expansion of ego development as issues of differentiation and adaptation are present in many college situations. The transition into college and the support that is needed for that transition and the college experience to be successful has been documented in the college student development literature. Domains of cognitive development, such as ego and moral development, may provide a framework for support in academic endeavors.

Brown (1989) posits a cognitive developmental approach as a relevant model for promoting critical thinking, differentiated cognitive complexity, and the means for "becoming streetwise in the college culture" (p. 84). Brown examined freshmen seminars and how they do or do not meet the needs of enhancing cognitive development and the transition to college for freshmen. Although he did not complete a formal study, he conceptualized that freshmen seminars can equip students with bidirectional and interacting cognitive domains through the vehicles of meta-cognitive skills, intellectual development, and acculturation. Programs that are specifically designed to enhance knowledge domains, develop metacognitions, and assist in acculturation are recommended as critical for young adults who are thrust into an increasingly intricate and challenging environment.

*Cognitive Development Model*

Cognitive development theory is concerned with how individuals make meaning of experiences across their lifespan. It also looks at individuals' thought processes and how their thought processes affect their behaviors. Cognitive development theory was

built on Dewey 1940's theory which first recognized that children and adolescents move through stages of development along a predictable path. The path has increasingly complex stages and each new stage subsumes the previous stages (Sprinthall, 1978). No single theory of cognitive development is comprehensive enough to fully describe functioning across all domains (Sprinthall, 1994) but cognitive developmental theories share a central construct that an individual's cognitive processes are a function of the individual's developmental stage (Foster & McAdams, 1998). Cognitive developmental theories also share central assumptions concerning thought processes and behavior. Those assumptions are:

1. Humans are intrinsically motivated by towards competence and mastery.

2. Development occurs in stages, and each stage represents the individual's current mode of organization thought processes.

3. Stage growth is qualitative as opposed to quantitative change.

4. Stage growth is hierarchal and sequential in manner.

5. Stage growth is unidirectional and irreversible.

6. Development is dependant on the interaction between the individual and the environment.

7. Behavior is related to an individual's level of cognitive complexity.

8. Development may occur in specific domains and not in other domains.

9. An individual may function at a level above or below their modal stage of functioning.

10. Physiological and psychological changes are involved in cognitive development.

11. Cognitive development occurs multiculturally (McAdams, 1988).

Wadswerth (1985) described the processes individuals go through to organize and adapt to new experiences, stimuli, and information. The four related constructs are schemata, assimilation, accommodation, and equilibration. Schemata are the cognitive structures through which individuals adapt and organize received information. Assimilation is the cognitive processes of integrating new information into existing schemata. Accommodation occurs if a new experience can not fit into an existing cognitive structure. Disequilibrium is an unevenness or discrepancy between previous cognitive assumptions, performance, and the realization of more complex reasoning. Equilibration is the process of moving away from disequilibrium as an individual tries to adapt and organize to new information. These organizing constructs are our mind's attempt to balance and make sense of new experiences and information. Systemic gaps in development, décalage, present unique challenges in development. This multilevelness is often viewed as a discrepancy between development performance and competence (Kohlberg, 1994). The gap could also represent a lack of growth due to equilibrium between competence and performance (Foster & Sprinthall, 1992).

Individuals can progress developmentally when they recognize that their current meaning-making is insufficient. They can recognize this insufficiency through their interaction with the environment and their meaning-making of that interaction (Hunt, 1979). Hunt (1975) described conceptual level as "a combination of cognitive complexity and interpersonal maturity" (p. 218). Conceptual developmental theory purports three levels of conceptual complexity. An individual operating at the lowest level of complexity requires a great deal of structure in the learning environment,

functions in a concrete manner, and is less adaptable in changing situations. An individual operating at the highest level of complexity thinks in a more complex manner, needs less structure, and is more capable of self-responsibility. The conceptual developmental theory purports a link between behavior outcomes in learning environments and certain student-environment matching conditions (Hunt, 1975). Hunt described two kinds of matching procedures. One procedure, the developmental match, stimulates conceptual level and the other condition, satisfaction match, matches the learner's environmental needs. The developmental match provides a slightly challenging environment (+1) compelling the individual to adapt by developing new concepts and strategies. The satisfaction match is one in which the individual accesses current levels of conceptual complexity to cope with environmental demands.

An integral component of cognitive developmental theory is that higher levels of functioning are desired and preferred. Higher stages denote more complex ways of understanding experiences and provide more complex tools for decision-making (Sprinthall, 1989). Persons at higher levels of development also exhibit more adaptive behaviors. Higher stages are associated with decreased stereotypic thinking and allow for awareness and evaluation of multiple perspectives. Higher levels of cognitive development are associated with preferred behavior and worldviews such as greater empathic communication, value of cultural diversity, greater self-awareness, and heightened self-knowledge (Reiman, 1995).

Cognitive development domains of particular interest to the study of college students are ego development and moral development.

*Ego Development*

Another means of examining women's sexuality is through a psychological frame that can provide guidance for identifying growth through the lifespan. Ego development provides such a frame. Women may define, experience, and construct their sexuality and sexual assertiveness differently depending on their level of ego development. The impact of sexuality on ego development has not been clearly defined and research is needed to understand the relationship.

Ego development was derived from the influences of clinical psychology, developmental psychology, and sociology (Swensen, Eskew, & Kohlhepp, 1981). Jane Loevinger's ego development theory describes the increase of differentiation of the conception of self within the environment (Loevinger, 1988). This differentiation involves a movement away from self-protective behaviors to an integrated understanding of self and others and the complex relationships therein. Hauser, Powers, and Noam (1991) define ego development as the "evolution of meanings that the individual imposes upon inner experience and perceptions of people and events" (p.6) . They further defined ego development as a sequence of maturing stages of functioning spanning across personal relationships, moral development, cognitive style, and impulse control (Hauser, Powers, & Noam, 1991). Loevinger's theory portrays distinct levels of differentiation and integration but does not value a directive stage progress as she purports that individuals can work through different levels throughout their lifespan (Loevinger, 1988; Noam, 1987 ).

Moreover, ego development is sequenced according to life task and is defined as the individual processes his or her meaning of the life task through three integral

concepts: *differentiation, adaptation*, and *integration*. Specifically, *differentiation* involves an individual learning to separate his or herself from the environment, from different aspects of self, and realizing that self is different from others. For example, the individual previously described herself as impulsive but now grasps the notion that she has impulses. *Integration* entails self-actualization. The individual understands that he or she is differentiated from others but also remains related to others. The individual values himself as an individual but maintains a respect for others. Further, Loevinger does not purport that higher levels of ego development are better; rather, higher development reflects the ability to adapt and to be well adjusted. Specifically, Loevinger's ego development model describes psychological maturity not as a prescription for happiness or competence but rather "as personality functioning based on introspection, conceptual complexity and openness, an awareness and appreciation of individuality and conflict, and autonomy and intimacy in relationships" (John, Pals & Westenberg, 1998, p.1096).

An individual cannot move through levels and transitions without *adaptation* and adjustment to life tasks, relationships with others and self, and life circumstances (Labouvie-Vief, 1993; Loevinger, 1988). The relationship between *differentiation, adaptation,* and *integration* is complicated and infused. The synergy between the concepts is circular and integral in promoting ego development. An individual starts to separate from the environment seeing extensions of self. While struggling with this process the individual reformulates the sense of self, integrating the new information and reorganizing the relations between self and with others. Then, the individual has the capacity for new adaptations. This complex process then leads to further differentiation

and the cycle of growth continues. Each concept is necessary for growth but is not sufficient in and of itself in ego development. Age, education, life circumstances and task, and personality also play pivotal roles in the relationship between these concepts of ego development.

In short, ego development is a construct describing a sequential pattern of change that occurs throughout the lifespan. It is " a global process that includes changes in impulse control, character development, interpersonal style, conscious preoccupations, and cognitive style. It is a part of a unified and dynamic whole, the master trait underlying the personality" (Hart & Mentkowski, 1994, p. 8).

Loevinger and several colleagues began their work together studying personality patterns of women and subsequently of mothers (Loevinger, 1976). Subsequently, extensive research of the construct has followed, creating a history of reliability and validity of the research of ego development. The most noted ego development assessment is the Washington University Sentence Completion Test (Loevinger, Sweet, Ossorio & LaPerrier, 1962). The SCT is a production task that attempts to elicit an individual's level of ego development.

Enhanced ego development levels have been positively correlated to prosocial and desired behaviors such as flexibility, lack of aggression, tolerance, nurturance, capacity for leadership, and responsibility (Johnson-Newman & Exum, 1998; Hart & Mentkowski, 1994; Cohn, Bonneville, Redmore, Streich & Sargent, 1985; White, 1985). Little research has been conducted to define sexuality within the construct of ego development but positive behaviors that help define sexual health have been directly linked to ego maturity (Foster, personal communication, September 21, 2004).

*Stages of ego development*

Hy & Loevinger (1996) described sequential stages that reflect increasingly complex perceptions of self and others. The Impulsive stage (E2), the lowest stage, is characterized by cognitive simplicity and a lack of psychological insight. Dichotomist thinking dominates perceptions of self and others such as good or bad and nice or mean. Comprehension of rules is limited and punishment is arbitrary. In the Self-Protective stage (E3), perception of self is seen in through immediate gratification. Decisions are influenced by the fear of being caught as well as the beginning of self-control. Blame is acknowledged but always assigned extrinsically.

The Conformist stage (E4) is marked by a rising concern with approval and social acceptance. The importance of reputation, status, appearance, and adjustment grows. The notions of right and wrong are defined by social norms. The individual begins to identify with a group or an authority. In the Self-Aware stage (E5), individuals first begin to portray interpersonal relationships in terms of feelings as well as actions. Individuals understand that rules, which were once only seen as absolute, can be modified. This stage is designated by an emerging self-awareness and capacity for introspection. The Conscientious stage (E6) is characterized by the understanding that individual and private rules of morality are more important than group-sanctioned rules. The capacity for self-criticism materializes and obligations, ideals, and achievement are measured by intrinsic standards. Rules are judged and followed due to issues of justness or fairness instead of a fear of punishment. Individuals refine a tolerance for alternate viewpoints and develop a capacity for self-reflection.

In the Individualistic stage (E7), individuals express a heightened sense of individuality and cement tolerance for individual differences. Individuals are able to focus on emotional dependence while discerning physical and financial dependence. The ability for individuals to exist within simultaneous and differing roles is understood. The Autonomous stage (E8) features the recognition of and respect for others' needs for autonomy and denotes the emergence of the understanding of the inner moral conflict between duties, desires, and needs. Individuals exhibit a strong tolerance for ambiguity and understand the differences of hypothetical situations compared to the complexities of assessing real people in actual situations. Only a few individuals are theorized to reach the final stage, Integrated (E9). Data are unavailable to fully describe this stage. However, it, is theorized to as a resolution of conflicting notions and the repudiation of the unattainable. It is characterized by the attainment of a sense of integrated identity. Because of these difficulties in measurement and definition, often this stage is combined with the previous one, the Autonomous.

Table 2.1

Characteristics of Levels of Ego Development

| | | Characteristics | | |
|---|---|---|---|---|
| Level | Code | Impulse Control | Interpersonal Mode | Preoccupations |
| Impulsive | E2 | Impulsive | Egocentric | Bodily feelings |
| Self-Protective | E3 | Opportunisitic | Manipulative, wary | "Trouble", control |
| Conformist | E4 | Respect for rules | Cooperative, loyal | Appearances, behavior |
| Self-Aware | E5 | Exceptions allowable | Helpful, self-aware | Feelings, adjustment |
| Conscientious | E6 | Self-critical | Intense, responsible | Motives, achievement |
| Individualistic | E7 | Tolerant | Mutual | Individuality, roles |
| Autonomous | E8 | Coping with conflict | Interdependent | Self-fulfillment |
| Integrated | E9 | | Cherishing individuality | Identity |

(Loevinger, 1996)

*Growth throughout the lifespan*

Ability and potential for cognitive growth has been a debated topic of research (Rest, 1999; Helson & Roberts, 1994; Bursik, 1991; Lee & Snarey, 1988; Perry, 1970). It is generally agreed that growth can and does occur. Research indicates that growth is particularly seen following stressful or positive life changes (Helson & Roberts, 1994; Bursik, 1991). Lee and Snarey (1988) found that the processes of ego and moral

development continue into adulthood although not at the same rate. Adolescents may progress to new stages if ego and moral development but initial modal status is unlikely. Adolescents often exhibit a higher level of ego development than moral development but upon reaching young adulthood, individuals tend to present with higher moral development levels than ego development (Lee & Snarey, 1988). Ego levels tend to be very stable in that, growth and change tends to be slow (Hy & Loevinger, 1996).

Change in ego development during adulthood appears to be unrelated to chronological age (Bursik, 1991). If ego development does not stop with adolescence then more research may clarify experiences that contribute to adult growth. Educational programs that engage and challenge learners regarding feelings and attitudes about sexuality may provide such an experience. Loevinger does not take the stand that individuals should operate from a certain ego level or that individuals are happier and more advanced if functioning at certain stages of development. Specifically, ego development does not operate from a "is to ought" position. Loevinger (1996) does, however, acknowledge that some education experiences may positively impact ego development.

Loevinger's theory of ego development provides an important framework to understand the progression of growth and human connectedness which often highlights the core of our being. The concept of ego is as complex and elusive as the construct it describes. It, however, also lends great meaning and maps insight into a central question of female sexuality which lies within the quest to find how women can find themselves and find connectedness within their own sexual constructions.

Cohn, Redmore, Bonneville, and Streich (1985) examined ego development in college students. Freshmen were tested repeatedly throughout their college progression at a technical university from the classes of 1974 to 1979 and from a liberal arts college from the classes 1977 to 1979. The research focused on the overall gain in ego level of students in their college years. Differences in ego level between students in a liberal arts school and in a technical school and differences between genders in freshmen ego level were also studied. Participants were randomly sampled from freshmen students at a liberal arts school and a technical school. They were given the SCT in a small groups their freshmen year and were asked to retest at the end of their sophomore and senior years. The two control groups were tested as freshmen and juniors. SCT protocols from freshmen, sophomore, and senior years were scored simultaneously. If the first two raters did not agree a third rater was used. If raters disagreed by a whole level, the instrument was brought to a group discussion.

The study found that men at both schools showed a slight upward trend in ego level during college. At the liberal arts school, women showed a slight downward trend but women's scores at the technical school were equivalent to those of men. Men tended to make greater gains during college than women, but because women entered the liberal arts school at a greater ego level than men the net effect was not equal at graduation. The study, disturbingly theorized that college may provide a regressive experience for women. The study also suggested that regression may be indication of changes in personal maturity. Finally, the study recommended further research to confirm a theory that college students may be practiced in taking objective tests but experienced little exposure to semi-projective measures. This new exposure may have elicited text anxiety

or confusion. The study presented a limitation in that the testing was not uniform between schools. Thus, comparing the results between liberal arts and technical schools became problematic. Also, no multicultural information was given. This study indicates the developmental path of ego level in men and women in college years and also yields valuable information about the possible differences in college years and ego level.

White (1985) studied ego development in adult women who were enrolled in a nurse practitioner training program. Interview, personality and ego development data were collected from nurses in a continuing education program and nurses in a regular academic program. Participants were pre-tested at the beginning of their training and post-tested as they left the program or graduated. The nursing training program focused on constructs of adjustment, nurturance, responsibility, and internal locus of control. Although the personality instruments' validity and reliability were not detailed and therefore construct validity is uncertain, the constructs measured were chosen because they have been associated with behaviors seen in higher levels of development. Higher ego development was found to be related to adjustment, nurturance, capacity for leadership, a sense of inner control, and a lack of aggression. Further, the training program was most effective in producing changes in ego level for those operating at lower levels of development. Those who were either at the Self-Aware level or below were more likely to stay the same or increase in ego level, whereas those who were at higher stages, Conscientious or above either stayed the same or decreased in ego level. White theorized that the findings might indicate a ceiling around the Conscientious level. This study helped to add to the body of literature assessing ego development in women. The study is particularly relevant because the methodology of pre-testing and post-testing

an educational program is similar to the methodology in this study. Although the participants' age range exceeded traditional college age, the findings are important in understanding ego development in women.

Hart and Mentkowski (1994) studied undergraduate women's ego development. In a longitudinal study, participants were tested throughout a ten year time span. Participants were tested as they entered college, while they were enrolled in school, upon graduation, and five years after graduation. The study's methodology was not discussed in great detail nor was data analysis. With these limitations, the results, however, proved interesting. The findings suggested that ego development during college remained stable in the Self-Aware level and that alumnae made developmental leaps after college. The study also found that women who took on more complex and varied roles in college were more likely to make gains in ego development. Particularly, the results indicated that women who made ego gains were the women who achieved higher career levels and leadership responsibilities. This study is relevant to literature studying ego development because it suggests ego development trends in women who attend college and their subsequent development trajectories. The findings also indicate a relevancy of studying how educational courses and programs can help promote ego development.

A long-standing discourse remains regarding the relationship and distinction between ego and moral development. Loevinger consistently maintains that moral development is "an inseparable facet of a single, coherent process of ego development, the overall transformation of the organizing structure of meaning-making" (Roger, Mentkowski, Hart, & Minik, 2001, p.1). Concisely, ego development subsumes moral development. However, according to Roger et al. (2001) "ego development entangles

change in impulse control/character development, interpersonal relations, conscious

preoccupations, and cognitive complexity; while, in contrast, Kohlberg consistently

maintained that moral judgment is a distinct domain with its own structural logic and

transformation" (p. 1)

Ego development can be described as the study of the whole person. Loevinger

(1976) purports ego development subsumes developmental constructs such as moral

development and intellectual development. The theory predicts structural growth

throughout the life span and describes nine levels of development. Although research has

studied ego development in women in various settings, few studies have focused on ego

development in college women. The few studies highlighting this population indicate a

stable representation or slight regression of ego development in college women.

Another domain of cognitive development relevant to college student

development is moral development.

*Moral Development*

A domain of cognitive development relevant to the construct of sexuality is moral

development and Lawrence Kohlberg was integral in furthering the field's understanding

of moral development. As previously mentioned, Kohlberg based his research on Piaget

and looked at how individuals think about social justice in a series of interviews.

Kohlberg was concerned with only one area of moral reasoning-moral judgment.

According to Kohlberg, moral judgment describes how an individual conceptualizes

justice and fairness, and he was especially interested in the process of moral decision-

making. Kohlberg devised a model of moral development in three overarching levels.

Each level explains the individual's progression of interpretation and understanding of

moral order and justice. He emphasized the foundational importance of justice in all morality (Narvaez, 2002; Hayes, 1994; Sprinthall, 1989). Specifically, Kohlberg believed that individuals use a range of justice-based thinking to make decisions about moral dilemmas. Further, moral cognitions or thinking can influence behavior. Finally, moral thinking develops in complexity through the interaction of time, education, and experience (Hayes, 1994; Sprinthall, 1994). Moral development also posits that higher levels of reasoning are preferred and are related to prosocial and healthy functioning. Kohlberg purported the importance of an individual moving from a lower level of reasoning to a higher level of reasoning. Thus, just as moral development promotes the premise higher stages are preferred, this knowledge of developmental process should create a basis and linchpin for promoting development in education and similar contexts.

Kohlberg devised an open-ended, semi-projective instrument, the Moral Judgment Interview (MJI), that assessed an individual's moral development stage through examinations of dilemmas (Kohlberg, 1958). This instrument involves interviewing participants on a series of moral dilemmas, transcribing those dilemmas, and then scoring the participant's responses using the procedures described in the manual. Kohlberg is not really interested in whether the participant says "yes" or "no" to the proposed dilemma but in the reasoning behind the answer.

Moral Development Theory has six stages that are classified into three levels. The first level is Pre-Conventional (obedience, egocentric, afraid of punishment; golden rule); Second level is Conventional (good girl or bad girl, please others; laws are right) and the last level is Post-Conventional (end justifies mean, best for greatest good; independence

based on principles). The last stage is often collapsed into the fifth one as it has not been

empirically verified.

The stages are as follows:

Table 2.2

Kohlberg's Levels of Moral Reasoning

| Level 1: Preconventional Reasoning: No internalization of moral values. | Level 2. Conventional Reasoning: Moral values based on the standards and rules of others. | Level 3: Postconventional Reasoning: Morality is not based on others' standards, but rather is completely internalized. |
|---|---|---|
| Stage 1: Punishment and Obedience: rewards and punishment govern moral reasoning. | Stage 3: Interpersonal Conformity: living up to what others expect of you, adopting the moral standard of people close to you | Stage 5: Social Rights vs. Individual Rights: the individual understands that societal rules are important, but thinks that some values are more important than laws. |
| Stage 2: Exchange and Purpose: moral reasoning is based on rewards and self-interest; right is an equal exchanged, a good deal. | Stage 4: Social System Maintenance: moral judgments are based on an understanding of the law. | Stage 6. Universal Ethical Principles: Moral standards are based on ethical principles and human rights, one acts in accordance with these values regardless of societal law |

(Snarey, 1985)

Moral Developmental theory supports promoting change in individuals. Growth

occurs when an individual progresses through the stages. Moral growth is not just a

process of maturing but is an active process of changing thinking patterns and

perceptions through interactions with new information or experiences. An individual

begins to experience an unbalance or disequilibrium when these perceptions begin to

change or are challenged. It is in this process that moral growth occurs. One way of

promoting growth is through mismatching. Mismatching involves challenging an individual's current way of thinking and giving them the opportunity to reconceptualize their way of thinking. The DPE model is a purposeful intervention promoting such growth. This intervention subscribes that there are five conditions for growth include: role taking, guided reflection, balance, support and challenge, and continuity.

*Neo-kohlbergian approach to moral development*

Criticism of Kohlberg's theory demanded an extension and modification of moral development theory (Rest, Narvaez, Bebeau, & Thoma, 1999). The extensions include an examination of the complexity of and differences between macromorality and micromorality. Macromorality is concerns "the formal structures of society that are involved in making cooperation possible at the societal level" (Rest et al., 1999, p.2). Macromorality includes the individual and the impact the individual's behavior has on the structure of society and public policy. Macromorality examines not only how established, personal relationships are formed but also focuses on how strangers, ethnic groups and religions cooperate and function morally (Rest et al., 1999). Examples of macromoral issues include freedom of choice of religion, free speech rights, and due process in criminal courts. Critics purport that Kohlberg's original theory focused predominately on macromoral issues (Rest et al., 1999).

Conversely, micromorality "concerns developing relationships with particular others, and with an individual's creating consistent virtues throughout everyday life" (Rest, et al., 1999, p. 2). It involves everyday interactions among and between people. Micromorality further explores how individuals develop relationships with

others and how individuals create consistent moral schemas within her or himself throughout daily interactions and activities (Rest et al., 1999). Micromorality includes behavior such as caring in intimate relationships, punctuality, interacting with others empathically, and observing other's perspectives. Both forms of morality are inherently interconnected through the common focus of examining the process and intricacies of constructing and enriching relationships. Micromorality focuses on personal, face-to-face relationships while macromorality focuses on structures of society. Critics suggest that because Kohlberg focused on macromorality, issues of micromorality are overlooked and underrepresented leaving an incomplete examination of moral development (Rest et al., 1999).

Another extension of moral development research is the observation that moral judgment is not the only process deriving moral decision making (Rest et al., 1999). More specifically, neo-Kohlbergian researchers propose a four component model that includes moral judgment but is also further extended to include moral sensitivity, moral motivation, and moral character (Rest el al., 1999).

Four-Component Model (Narvaez & Rest, 1995)

1. Moral sensitivity: awareness and interpretation of a moral problem.

2. Moral judgment: judging which moral action is most justifiable.

3. Moral motivation: degree of commitment to moral action.

4. Moral character: persistence in moral action.

Moral sensitivity involves the awareness of a moral problem, if it exists, and the ability to assess various perspectives and causations of varying decisions. Morally

sensitive individuals have the ability to interpret a situation and embody an awareness

of how actions and decisions will possibly affect the self and others. Possessing the

ability to review alternate possibilities and considering cause/consequence

implications is integral to the concept of moral sensitivity. Moral judgment is related

to Kohlberg's original moral development theory and includes the mental and

cognitive processes of deciding what is right or wrong in a specific context. Moral

motivation includes the degree of commitment towards taking an examined and

chosen course of moral action. Stressing moral values over other values is related to

moral motivation as well as taking personal responsibility for moral outcomes. An

individual may assess the moral components and options in a situation but choose

competing values in the course of action rather than choosing behavior consistent

with moral values. Moral character is related to the perseverance and strength of

character when faced with an immediate moral dilemma as well as structuring

subroutines that highlight and embody moral goals (Rest et al., 1999).

Critiques focus on Kohlberg's developmental stages. Kohlberg originally

conceptualized a hard stage development of growth in which individuals progressed

in a step-wise, irreversible manner towards higher developmental stages. Neo-

Kohlbergians oppose the hard stage model citing the importance of recognizing the

multiple ways of conceptualizing situations as well as viewing development as a

gradual series of overlapping thought processes rather than a hard stage progression

(Rest et al., 1999). Specifically, Neo-Kohlbergian philosophy conceptualizes growth

in schemas. Schemas are structures of general knowledge that reside in long-term

memory and are activated by current stimuli that resemble previous stimuli (Rest et

al., 1999). Schema structures allow the perceiver to identify stimuli, group appropriate information, fill in missing information from the stimulus configuration, and provide direction for solving a problem or obtaining further information.

Kohlberg's original assessment, the Moral Judgment Interview (MJI), presented participants with several moral dilemmas, tasked them with solving the dilemmas, and requested an explanation for the reasoning of their decisions. The results were transcribed and scored by trained raters. Rest et al., (1999) derived an alternative method of testing moral reasoning. The Defining Issues Test (DIT) was constructed as a paper and pencil test that presents six hypothetical dilemmas to the participants. Participants are asked to make a decision based on three options, rank the importance of 12 items in making the decision and rank order the top four items of importance. Ratings and rankings render two scores related to ranking importance on issues related to postconventional stages and amount of rejecting unimportant issues or issues unrelated to postconventional stages. The MJI is considered a production task while the DIT is considered a recognition task. Rest, et al. (1999) posit that a production task underestimates an individual's understanding of a situation whereas a recognition task elicits schematic structuring without taxing an individual's verbal abilities. In addition, the production task is vulnerable to respondent, interviewer, and scorer interpretations while the recognition task offers greater standardization and testing control.

King & Mayew (2002) conducted a meta-analyses of 172 studies that used the DIT to investigate the moral development of undergraduate college students. The study provides an excellent framework for analyzing contexts at higher education

institutes. Although King & Maywe found over 500 studies employing the DIT for analyses, they delimited the sample to studies only purposefully using college aged students as participants. The meta-analysis found that moral reasoning development does tend to improve during college years and that liberal arts and educational experiences aimed at promoting moral development were related to growth in moral judgment and production of moral behavior. After examining moral development with individuals who did not experience college, the study indicates that the context of college is important to moral growth outside of chronological maturation alone. The study also indicates that liberal arts colleges have a higher potential to develop moral reasoning than other types of universities.

Brendel, Kolbert & Foster (2002) examined a curriculum preparing counseling students. One focus of the curriculum was to encourage moral reasoning and cognitive complexity of the counseling students. The study evaluated the participants' cognitive development as described by conceptual level (Paragraph Completion Method) and level of moral reasoning (DIT). Following a deliberate psychological education model, the curriculum was designed for a year long course focusing on role-taking, dilemma discussion, guided reflection, and continuity. The sample consisted of 32 students in a graduate program. Participants were measure prior to enrollment, throughout the course, and at the completion of their program approximately two years later. Repeated measures ANOVAs were used to assess change. The study found statistically significant gains in conceptual levels and positive, but non-significant trends in moral reasoning. This study highlights the possibility of a DPE model positively enhancing moral reasoning in students.

Narvaez (1998) studied the effects of moral schema on the reconstruction of moral texts. Participants included 161 eighth graders and 62 college students. Participants were read four multiple-moral-stage narratives, then given a set of tasks and questions for each narratives, and then were administered the DIT. Multiple regressions found that moral judgment schemas exist and change with age and education, and influence the recall of moral narratives. The study found that individuals with higher scores in moral judgment reconstructed moral text at the fifth stage significantly more often than those with lower levels of moral reasoning ( $F$ (5,160)=2.31, $p<.047$). Also, college students recalled significantly more of the moral arguments from Stage 5 supporting a cumulative, developmentally based moral schema pattern. This study indicates the use of moral texts as a means for broadening understanding of moral reasoning. The study also emphasizes the importance of teaching context and providing discussions surrounding moral dilemmas as a promotion of moral development.

Schaie (1977) pointed out that adolescents need to acquire experience and awareness of multiple perspectives in order to explore the possibilities in life fully. The detached perspectives of relativity and rational logic enhance freedom to explore, but are temporary perspectives prior to adopting commitments of adulthood. Pressures of logic and emotion eventually force adolescents and young adults to delete, reject, prioritize, or encompass competing aspects of life dilemmas. Transformations in moral thinking occur as more complex situations resist rational answers and individuals cope with dilemmas of care and connection inherent in human social relationships (Gilligan, et al., 1990). These contradictions of care and

justice are socially constructed, and open debate encourages consideration of multiple moral viewpoints (Baber & Allen, 1992; Thompson, 1991).

Assumptions of right and wrong are challenged by dilemmas with no easy or obvious solutions. Ideas of justice and contracts among people become interpenetrated by responsibilities of care and emotional connections in human relationships (Gilligan et al, 1990; Labouvie-Vief, 1980; Murphy & Gilligan, 1980; Kohlberg, 1963). Contradictions of justice and care in relationships with others invite transformation to a dialectic conceptualization of moral reasoning that incorporates both justice and care along with the tension between them (Gilligan et al., 1990; Galway, 1988; Murphy & Gilligan, 1980; Riegel, 1976). Theorists describe moral development as a continuum of bases for knowing and deciding what is right. Kohlberg (1990) characterized moral development as six stages of justice reasoning progressing from egoistic to socially shared principles, culminating in late adolescence in a rational and universal value perspective. Gilligan and others (Gilligan et al., 1990; Gilligan & Attanucci, 1988; Gilligan, 1982; Murphy & Gilligan, 1980), however, charged that culmination in justice reasoning was inadequate to explain resolution of dilemmas involving demands of care and emotional connection in adult relationships. Actual dilemmas of daily life are not easily resolved by universal principles.

Although conducted over forty years ago, Jurich and Jurich (1974) research remains an often cited study as it is one of the few studies examining a relationship between an area of sexuality and moral reasoning. Jurich and Jurich (1974) found a relationship between college students' premarital sexual attitudes and moral

judgment. 160 unmarried undergraduate students were interviewed and given the

MJI. An ANOVA was performed and found that the non-exploitive, permissive

group and without affection or attitude group were found to have the highest level of

moral judgment. More women than men chose the traditional attitude standard while

more men chose either the permissiveness without affection or double standard sexual

attitude. The most powerful group of variable in the magnitude of covariance with

premarital sexual standards was the group of moral maturity scores. Permissiveness

without affection was associated with the least morally development level.

Significant differences in moral development existed between permissiveness with

affection and nonexploitive permissiveness without affection. This study indicates a

difference between men and women's connection between sexual attitudes,

socialization, and moral development. It also indicates that promoting moral

development can encourage healthier and more positive sexual agency.

A major component of cognitive development is the belief that higher levels of

development are preferred. Thus, it is relevant for college institutions to provide

academic opportunities that encourage growth. One such opportunity may be framed

with the deliberate psychological education (DPE) model.

## Promoting Cognitive Development

Sprinthall and Mosher (1988) designed the Deliberate Psychological Education

(DPE) model in attempt to meet the conditions for promoting growth. The DPE program

is based on an educational model that seeks to provide experiences that might enlighten

individuals of the challenges and limitations of their means of making sense of the world

(Foster & McAdams, 1998). Opportunities to practice moral action through role taking

and interactive exchanges with others can serve as a fertile ground for moral growth and reflection (Hayes, 1994). Cognitive complexity can be advanced if certain conditions are provided (Snarey, 1985 ). Educational intervention to foster moral development focus on presenting complex situations for the individual to ponder rather than the typical focus of institutional authority (Whitacre, 1982). These conditions include an atmosphere which is both supportive and challenging, role-taking experiences in helping other individuals, guided reflection regarding the experience, and a refined balance between active experience and reflection. The DPE can be applied in various training settings (e.g. clinical as well as academic arenas) and embodies the integral premise of moral development that higher moral development is to be valued, studied, practiced, and explored.

Hunt provides additional conceptions that help promote development. Hunt (1975) asserts that behavior can be conceptualized as the interaction between the person and the environment. Hunt's (1975) conceptual level is described as "a characteristic, indexing both cognitive complexity (differentiation, discrimination, and integration) as well as interpersonal maturity (increasing self-responsibility)" (p. 218). An individual operating at the lowest level of complexity requires a great deal of structure in the learning environment, functions in a concrete manner, and is less adaptable in changing situations. An individual operating at the highest level of complexity thinks in a more complex manner, needs less structure, and is more capable of self-responsibility. Hunt described two kinds of matching procedures. One procedure, the developmental match, stimulates conceptual level and the other condition, satisfaction match, matches the learner's environmental needs. The developmental match provides a slightly challenging

environment (+1) compelling the individual to adapt by developing new concepts and strategies. The satisfaction match is one in which the individual accesses current levels of conceptual complexity to cope with environmental demands. Hunt's conceptual framework is an important foundation component of the DPE.

Five conditions necessary for an effective DPE have been identified by Sprinthall (1994) and include the following: a significant role-taking experience, guided reflection concerning the role-taking experience, a balance of action and reflection during the experience, support and challenge during the process, and continuity with a continuous interplay between role-taking, action, and reflection (Rustad & Rogers, 1975).

*Support and challenge*

Hunt introduced the relationship between person and the environment to the higher education domain resulting in an investigation of the learning process. Subsequently, Hunt described the skill of matching a learning environment to the learner. Matching can be understood as the "fit between an individual's conceptual level (CL) characteristic and environmental attributes" (Holloway & Wampold, 1986, p. 311). As previously mentioned, according to Hunt, there are two different types of matching environments. Behavioral outcomes are related to the student-environment matching conditions. The first matching condition describes an environment that satisfies the learner's environmental needs. This matching technique should maximize the opportunity for learning the task. These environmental characteristics should be provided in addition to consistent and frequent instructor support (Rustad & Rogers, 1975). A collaborative classroom learning environment should also be provided in conjunction with occasional instructor support. The second matching condition stimulates

the learner's CL development promoting higher level strategies for adapting to the environment. This mismatching technique meets the learner a half step above where they are currently functioning in order to challenge the learner and, optimally, advance him or her to a higher level of conceptual complexity (Rustad & Rogers, 1975). Providing a zone of proximal growth, as conceptualized by support, and challenge are necessary for integrated learning (Vygotsky, 1978). The experience of disequilibrium is necessary for growth but should not be overwhelming.

*Role-taking*

Mead (as cited in Reiman & Theis-Sprinthall, 1993) underscores the importance of introducing students to complex, new roles as an opportunity for challenge and growth. New roles can be described as active involvement in an experience requiring leadership and continued participation. The role is unfamiliar and requires an individual to partake in a real and genuine activity relevant to a particular subject such as a counseling intern or rape crisis volunteer. This new role will extend knowledge and encourage students to extend their current level of understanding beyond their current functioning. Experiencing the active participation of a new role, therefore, is an integral part of a DPE. The role-taking action precedes and shapes the intellectual consciousness that grows out of it.

*Guided reflection*

Guided reflection focuses the individual's attention to the specific role taking activity. It can be achieved by having students keep weekly journals about their experiences in role-taking, topics related to class discussion, theoretic and real-life dilemmas, and other group experiences. At the outset of the DPE model, the instructor

can give the topic for reflection to the student; however, later in the intervention the students should have opportunities to choose their topic of reflection. The instructor reads the weekly journal entries and responds with purposeful comments designed to elicit deeper reflection and considerations in the students' future entries. Initially, the instructor's written responses are concrete, paraphrases to convey understanding of content and intent of the entry. The statements evolve to be statements of deeper reflection and clarification or thought-provoking questions in attempt to further encourage greater written reflection.

*Balance between experience and guided reflection*

Similar to the importance of balancing challenge and support, the DPE is based in the belief that providing support and opportunities for guided reflection will be integral to growth associated with the role-taking experience. This support can be achieved through journaling and large and small group discussions. Action role-taking and inquiry must remain in balance such that the new role is sequenced with adequate guided reflection each week. Too great a time lag between action and reflection or too little opportunity for reflection appears to halt the growth process (Reiman & Theis-Sprinthall, 1993).

*Continuity*

Stability, accountability, and continuity are integral in providing a connection between the students and the subject matter as well as within the group dynamic. "The complex goal of fostering integrating learning, including interpersonal, conceptual and moral development, requires a continuous interplay between action, self-analysis of performance and reflection. Typically, at least 4-6 months are needed for psychological growth to occur.

Level of moral development and intellectual maturity is correlated with life success and post-college accomplishment and, thus, provides a feasible option for higher education institutes to strengthen the success of students post graduation (Sprinthall, 1991; Kohlberg, 1975; Perry, 1970; ). Through an exhaustive literature review, Sprinthall, Bertin, & Whiteley (1991) developed a rationale for promoting psychological development in the college experience for students. They found resoundingly that research supports the position that psychological maturity and stage development predict success after college and success in life. Psychological maturity, in which moral development is subsumed, appears to be associated with the ability to translate ability, skills, and knowledge into successful living and career performance. Although no empirical research was conducted in this research, the author's position is based on sound literature widely accepted in the field and cited extensively in the paper. This article helps provide a rationale for incorporating and promoting moral development through a DPE model in a college course.

A Deliberate Psychological Education (DPE) may promote healthy ego developments (Exum, 1982). Exum (1982) restructured a course within a Deliberate Psychological Education model to match the developmental level of the student. Using this model, students' reliance on concrete directions and high structure was reduced over the nine month academic year. The forty-eight participants were a convenience sample drawn from undergraduate students. The intervention lasted 33 weeks spanning three quarters and the Sentence Completion Form was used to measure ego development. The research was a four-group, pre-test, post-test design. An ANOVA was performed to measure the post-test scores. Pre-test scores were disregarded in the analysis. The two

experimental groups scored significantly higher on ego development levels than the control groups (F=6.326, p<.004). This study demonstrates the importance of assessing the developmental levels and corresponding educational needs of students within a DPE model and, subsequently, tailoring the model to meet the identified needs. This research outline a DPE model for college students promoting healthy ego development. The study also accents the importance of attuning to the developmental needs of students in a DPE modeled course.

McAdams and Foster (1998) studied the impact of a DPE based orientation course on high-risk college students. Seventy-two students, deemed at academic risk, were randomly assigned to one of four sections of the course. The sample was predominantly African-American. Two courses used the DPE intervention which was designed to promote cognitive growth based on Perry's (1970) model of intellectual development and Hunt's (1971) model of conceptual complexity. The comparison courses used standard lecture-style orientation format used in previous years. Results indicated that students in the intervention courses achieved significant increases in measures of cognitive development, study skills, and course satisfaction. This study suggests the relevance of DPE based courses in undergraduate curriculum. Findings indicate this model could help one of college student development's goal of promoting growth and development through academic design.

Johnson-Newman and Exum (1998) outlined a DPE for first year, African-American women attending a predominately White university. The rationale for the DPE centered upon the " assumption that a positive sense of self is one of the most important factors in establishing a healthy identity and in enabling African American students to

deal with racism, sexism, and emotional a developmental challenges on predominantly White campuses" (Johnson-Newman & Exum ,1998, p. 71). The intervention, based upon Sprinthall & Thies-Sprinthall (1983) five components and guidelines for a deliberate psychological education (DPE) model, followed the two semester academic calendar. The first semester would consist of self-exploration activities focusing on African American women in society, ethnic identity development, and gender issues; and the second semester would focus on role-taking experiences with African-American adolescents. The authors proposed that ego development theory gave a roadmap for an individual's reasoning and thoughts about self and others which contribute to achieving an identity. Further, the authors suggested that a DPE model would appropriately and adequately increase several domains of cognitive development including ego development. Although the intervention was proposed and not implemented, it was strongly supported by cited research and is relevant to this study because it targets a devalued population which is inundated with societal messages that ignore or denigrate them within a subject, race, which is often considered taboo and emotional laden. The article is also important because the authors describe an intervention which serves as a template for the intervention in the current study.

Brendel, Kolbert, & Foster (2002) studied the impact of a DPE based curriculum in a counselor preparation program. The study evaluated the developmental effects of the training program on the conceptual level and moral development of 32 students. The participants were tested three times: prior to entering the program, at the end of the first year, and the end of their second and final year. The Paragraph Completion Method (PMC) and the Defining Issues Test (DIT) were used as estimates of cognitive

development. The study found a significant gain for the group on the PCM between the second and third assessments and a positive but nonsignificant trend for the DIT. Although the study focused on a population older than undergraduate students, the findings indicated the benefit of a DPE modeled course on cognitive development and lend support for examining the effects of infusing a DPE course into undergraduate education and college student development.

Little research has been conducted using a DPE model in an undergraduate course which focuses on sexuality. There are, however, a few studies which incorporate components of a DPE into a sexuality course and indicate a further need to research the link between sexuality, DPE courses, promotion of developmental growth and college student development.

Juhasz & Sonnenshein-Schneider (1987) examined the values associated with sexual behavior of adolescents. The study included 500 13-19 year olds. Participants were asked to indicate the extent to which certain considerations would influence their decisions about intercourse, pregnancy, child bearing, use of birth control, parenting, and marriage. Further analysis was performed to see the influences relative to sex, race, age, intelligence, socioeconomic status, religiosity, locus of control and personality characteristics. The analysis methodology was not given but it appears to be through factor analysis.

The study found significant differences in gender. Specifically, men were high on self-enhancement through sexual intercourse and were more oriented toward sexual impulse gratification. Females focused on intimacy considerations regarding sexual intercourse emphasizing the relationship aspects of sexual behavior. Males were more

influenced by consequences of child bearing while females evidenced greater concern for family establishment competence and for external morality. Differences were evident cross-culturally. Spanish speaking students were most influenced by moral authorities and African American females were least influenced. African American females were most influenced by child bearing consequences and White females were least influenced by this variable. The weakening of age-related difference on morality and sexual influence may reflect the importance of peer socialization rather than the weakening of external morality over time. The interaction between intelligence and influence may suggest that a more cognitively sophisticated student is influenced greater by context. A weakness of the study is that it only focused on external morality and did not included internal processing of morality. Also, the study did not set forth detail of methodology. However, the findings remain robust and important in explaining the link between moral development and sexuality. The study helps indicate the mismatch between genders in meaning-making of sexual behaviors.

A study by Jadack, Shibley-Hyde, Moore, & Keller (1995) provides a framework for exploring sexuality-related issues in the context of moral reasoning. Specifically, the purpose of the study was to investigate moral reasoning related to sexual behavior that could lead to the transmission of sexually transmitted diseases. Forty college freshmen and 32 college seniors were asked to explain why they believed the characters in a hypothetical scenario, in which STIs can be transmitted, should or should not engage in risky behaviors. The study used Kohlberg's moral stage theory and Gilligan's moral orientation model for scoring bases. Data was analyzed using a 2X2 factorial design with gender and age as the factors. The findings indicated that freshmen reasoned at a lower

moral stage than the seniors, and their reasoning focused on the risk or probability of acquiring a disease. Alternatively, the seniors' reasoning focused on responsibility and obligation to relationships. A limitation of the study surrounds the instrumentation. The participants were not given an established moral development assessment, such as the MJI, but were assessed on a non-standardized dilemma format created for the study. However, the results remain important and relevant to the proposed study because it lends a sexuality context to moral development and links the opportunity for promoting decision making skills of moral development within the context of sexuality.

<div align="center">Sexual Assertiveness</div>

Studies report that one-fifth of women in the United States were sexually abused as children; one in three teenage women will be in a controlling or abusive relationship before she graduates from high school; and two-thirds of college freshmen report having been date-raped or having experienced an attempted date rape at least once (Kahn & Mathie, 2000). East & Adams (2002) note "sexual violence against women is woven insidiously into the fabric of our society" (p. 43). In a patriarchal society where female sexuality is often met with disdain and denigration, and in which men continue to believe that women are sexual objects who have no sexual rights or need, women's sexual assertiveness is often met with a negative reaction. Tolman (2002) purported that, "conceptions of female and male sexuality and of appropriate feminine and masculine behavior make it, at best, difficult for a woman to act on her sexual rights even if she is aware of them" (p.1). As a result, sexual passivity or perceived sexual passivity wreaks havoc with women's sexual health and sexual agency. Promoting women's understanding

and confidence in sexual initiation and refusal are an important role in helping to reduce sexual violence.

Sexual assertiveness is a construct organizing strategies used by women to accomplish goals of sexual autonomy and agency. This construct includes refusal, prevention, and initiation of sexual activity and sexual health. Sexual assertiveness is important for attainment of sexual goals, positive sexual development as well as self-protection from unwanted or unsafe sexual activity. Attributes of assertiveness involve pursuing goals or stating goals or desires with assurance and self-confidence (East & Adams, 2002). Sexual assertiveness is rooted, in part, in power. Many types of power come into play in sexual relationships such as physical, social, economic, attractiveness, and intellectual power. Racism or social and economic discrimination also add to a loss of empowerment and sexual vulnerability (East & Adams, 2002). However, traditional gender roles include expectations for men to initiate sexual activity and for women to respond to men's attempts to initiate sexual behavior (Morokoff et al., 1990). The construct of sexual assertiveness has been developed, in part, to "further the understanding of women's communication strategies to protect their sexual health and autonomy, and is predicted on the assumption that women have rights over their bodies and to behavioral expressions of their sexuality" (Rickert, Sanghvi, & Wiemman, 2002, p.2).

Specific problems are associated with women's compliance with gender-based norms for sexual behavior. One problem is that by adopting a sexually passive role, women do not have the opportunity to assert their own sexual interests by initiating sexual activity. Another concern for women in complying with an expectation of sexual

passivity is that women may be reluctant to refuse unwanted sex. As with sexual

initiation behavior, there is evidence that women often hesitate to use direct refusal

strategies (Anderson & Newton, 2004; Ricker, Sanghvi & Wiemann, 2002). When

college women were asked about their feelings regarding refusing undesired sex, they

reported that they would be more concerned about hurting their partner's feelings than

with their own emotional response (Lewin, 1985). Finally, sexual passivity can result in

increased risk of unwanted pregnancy and disease. Women are predominately not

engaging in adequate preventive behavior as unwanted pregnancies continue at high

rates, STI prevalence remains rampant amongst teenagers and college students, and

women have become the fastest growing group of people with acquired

immunodeficiency syndrome (CDC, 2004).

Little research has been conducted to examine sexual assertiveness in women. Of

the few studies conducted, highlighting the possible positive nature of sexual

assertiveness is even more rare. Although it is important to examine the negative aspects

of sexuality, the imbalance of the absence of research on positive demarcations of sexual

assertiveness is dangerous and miseducative. For example, a recent study purported

warnings for increasing sexual assertiveness, and specifically sexual initiation, in women.

Anderson & Newton (2004) studied the predictors of the use of seduction, coercion, and

force in sexually assertive women when relating to men. Two hundred seventy-two

participants were surveyed. High sexual self-esteem and self-efficacy as well as early

ages of first intercourse and high numbers of sexual partners were predictive of sexual

coercion tactics. Age of first intercourse was weakly related to sexual force. Due to the

small sample size, the practical meanings of the results must be interpreted with caution.

The study reflected, in part, the complexity of women's sexual behaviors but it does not reflect the positive impact of sexual assertiveness nor acknowledge a place for healthy sexual assertiveness. Further, sexual assertiveness was described in only negative and aggressive terms and the fear of such assertiveness was highlighted. Sexual aggressiveness is, indeed, an important behavior to study but it is not synonymous with sexual assertiveness. This study did not make this distinction clear. Anderson and Newton's study provided another example of the limited amount of research an female sexual assertiveness and highlights the fear-based assumptions present in many studies.

One study included a brief examination of sexual assertiveness in adolescent women. Linn (1987) analyzed the real life moral dilemmas of Israeli city and kibbutz adolescents. Participants were 100 adolescents, ages 16-17, from three social settings: a kibbutz, a middle-class neighborhood in a city, and a rural town in Israel. All participants were asked to present a real life dilemma involving their relationship with a friend of the same sex, of the opposite sex, and from their sexual life. They were asked to explain how they understand the concepts of autonomy and independence. The qualitative methodology was not reported. Results yielded differences between females related to their social settings. The females from the kibbutz feared the loss of their future independence and females from all settings discussed the negative correlation between fear and codependency. Loss was a theme found within the females dilemma discussions. Many females expressed their fear of losing themselves within a relationship with a male, the loss of their sexual autonomy, and the loss of themselves upon entering into sexual relationships. The researcher mentioned sexual assertiveness as an emerged theme in the qualitative data. The presentation of this theme was brief but the power of the

nonjudgmental analysis was important.  The participants expressed frustration in the painful position of wanting to assert themselves sexually but feeling fearful of the consequences of that assertiveness.  Although methodology is not clearly reported and the population is specific, the themes expressed by adolescent women are important and representative of the sexual assertiveness of young women.  The study was important to this study because it helped give a voice to young women who perceived a presence of sexual assertiveness in their lives.  The nonjudgmental presentation of the data and discussion helped provide the beginning of healthy discussion of the relevance to sexual assertiveness in young women's lives.

Rickert, Sanghvi & Wiemann (2002) conducted a study designed to explore young women's sexual assertiveness and its relation to promoting sexual health and reduction of sexual risk-taking and violence. Data were collected from 904, sexually active women of two family planning clinics.  Logistic regression analysis was used to assess characteristics related to sexual rights and assertiveness. Close to 20% of the women given the self-constructed questionnaire reported believing that they never have the right to make their own decisions about contraception, regardless of their partner's wishes; to deny sexual intercourse without birth control, and to stop foreplay or rough intercourse. Poor academic performance, sexual inexperience, and minority ethnicity were associated with low levels of sexual assertiveness.  Although reliability and validity statistics of the questionnaire were not cited, the results of the study remain important. This study helps highlight the need to promote sexual assertiveness in college-aged women and reveals potential harm in women who present with low sexual assertiveness.

Morokoff, Quina, Harlow, Johnsen, Grimley, Gibson, & Burkholder (1997) constructed a scale to assess female sexual assertiveness. The Sexual Assertiveness Scale (SAS) was designed to measure the initiation of wanted sexual behavior, refusal of unwanted sexual experience, and prevention of pregnancy and sexually transmitted infections. Four studies were conducted to affirm construct validity and reliability of the three subscales. The studies resulted in an 18 item Likert scale measurement. It is the best instrument currently available, but little research has been published regarding its use as an instrument in a study. The scale is used in this study in order to assess the sexual assertiveness in college women. It was chosen because it presents the strongest reliability and validity of a scale examining the construct of sexual assertiveness, however, more research needs to be conducted in order to robustly affirm the usefulness and integrity of the scale.

## Conceptual Framework

The way society defines the term, *sexuality*, influences our personal definition of sexuality. Concurrently, our personal construction of sexuality is a significant component of our construction and meaning making of self. Aspects of the term, *self*, can be described through our levels of moral and ego development as well as the strength of sexual assertiveness. Moral development can be defined as an individual's progression of interpretation and understanding of moral order and justice. Ego development is the progression of meanings that the individual constructs within inner experiences and perceptions of people and events (Johnson-Newman & Exum, 1998; Loevinger, Cohn, Redmore, Bonneville, Streich & Sargent, 1986; Hauser, Powers, & Noam, 1980). It is a sequence of maturing stages of functioning reaching across personal relationships, moral

development, cognitive style, and impulse control. Sexual assertiveness are the strategies used by women to accomplish goals of sexual autonomy as being expressed through the response classes of initiation of wanted sexual events and refusal of unwanted sexual behaviors (Anderson &Newton, 2004; Ricket et al., 2002). Kennedy (1972) stressed the importance of helping young women make empowered, thoughtful meaning of their sexuality. He further stated that women must be encouraged to grow so that "all their power of judgment can be brought to bear on an aspect of their life which cannot be successfully isolated from the rest of their personality" (in Diamond & Karlen, 1980, p. 489).

Cognitive developmental theory holds promise for a framework that incorporates the above issues. Higher levels of cognitive development, specifically within the domains of ego and moral development, have been associated with behaviors such as flexibility, assertiveness, and positive self-concept which correlate positively with constructions of healthy sexuality (White, 1985). Thus, there is a need for an integrative model of sexuality education to provide an opportunity for young women to explore ideas, challenges, research, feelings, attitudes and beliefs about sexuality in the context of promoting cognitive development towards complex thinking.

While higher education has been associated with promoting complex reasoning, research indicates that advanced cognitive development in one area, such as intellectual achievement, does not necessarily correlate with advanced development in other domains, such as interpersonal development. When reasoning about emotionally-laden domains or contexts of psychological relevance, such as sexuality, people demonstrate significantly lower levels of psychological development (Foster & Sprinthall, 1992).

Thus, there appears to be a significant difference in assessed level of developmental stage according to content and stage interaction. Educational programs and classes can encourage students to identify the assumption, obligations, and values upon which choices may be based.

A Deliberate Psychological Education (DPE) model can be employed to promote complex thinking and reasoning in both ego and moral domains that will include sexuality as relevant to women. A sexuality construct with a DPE model can promote complex reasoning in relation to the construct of human sexuality. Placing a DPE within the sexuality construct is particularly relevant as Foster & Sprinthall (1992) cite that domain specific complex reasoning and thinking in real and affectively and emotionally charged situations often reflect a lower level of complexity. As aforementioned, the kaleidoscope aspect of sexuality creates an affective and emotionally charged context set in very real and personal dilemmas and constructions. Thus, development often lags in the context of sexuality, sexual reasoning, sexual assertiveness. The skills promoted in a DPE model may also help promote healthy sexuality which might be evidenced by lower prevalence of STIs, date rape, early parenting, and sexually victimization.

## Conclusions

Sexuality is a key component of personality, development, and culture yet it is a domain often neglected in research of developmental theories. No clear definition of sexuality has been agreed upon and no model of sexual development has formed (Anderson & Cyranowski, 2000). The sexual stories and experiences of late adolescent, college-enrolled women are often ignored. Also, the sexual lives of young women are often met with double standards and negative messages about sex roles and sexual

expectations. Problems of alcohol abuse, sexual violence and coercion, STIs, and unwanted pregnancies can impede cognitive, psychosocial, and emotional development. Young women need a safe environment in which to explore their sexuality and a positive sexual education model is needed in order to help promote healthy sexuality constructions. Cognitive development holds promise of creating such an environment through the DPE model within the domains of moral and ego development.

CHAPTER THREE

Research Design and Methodology

This chapter will describe the research design and methodology of the study. Topics to be discussed include population and sampling, research design, instrumentation, specific research questions and hypotheses, data collection, data scoring and data analyses. Ethical considerations, limitations, delimitations, and study significance will also be presented.

Population and Sample

The target population for this study was college-enrolled young adult women in eastern Virginia. The sample came from the accessible population of undergraduate women who were classified as sophomore, junior, or senior level at the College of William and Mary and enrolled in the 2004 Fall semester. The semester covered the 15 week period from August 25 to December 03, 2004. All participants were volunteers. The researcher was the sole instructor of the intervention group's class and asked the students to volunteer for the intervention study. The students were told explicitly that their class grade was unrelated to their participation or lack of participation in the study. For the comparison group, the researcher solicited students were solicited in person during the first class period of the Human Sexuality, Women's Studies, and Education classes, upon permission of the instructor on record.

All participants were over the age of 18 and classified as Sophomores, Juniors, or Seniors. The intervention group participants were composed of the accessible population of undergraduate women who enrolled in a three hour Women's Study course called

WMST 390 06 "Restructuring Female Sexuality" in Fall 2004. The class met every Tuesday and Thursday afternoon for one and one-half hours. The intervention group consisted of 20 women; the comparison group consisted of 38 women.

## Research Design

This study utilized a quasi-experimental, pre-test, post-test, non-equivalent control group design which is most commonly used in field-based applications (Borg & Gall, 1989, Campbell & Stanley, 1963; Gay, 1996, Sprinthall, 1981). The purpose of this study was to infuse a cognitive developmental intervention and theoretical perspective into an undergraduate sexuality course to promote the moral and ego development of late adolescent, college-enrolled women in order to enhance sexual assertiveness. The study investigated whether employing a sexuality integrated deliberate psychological education (DPE) intervention was effective in promoting college-enrolled, late adolescent women's psychological development and sexual assertiveness. The study entailed one intervention group and one comparison group. The groups were pre-tested and post-tested on all dependent measures at the beginning and end of one academic semester.

The research design can be represented as :

|  | Pre-Test |  | Post-Test |
|---|---|---|---|
| Intervention | O1 | X | O2 |
| Comparison | O1 |  | O2 |

## Research Questions

. This study's purpose was to determine if the deliberate psychological education methodologies used in the intervention had a significant impact on the moral and ego

development and sexual assertiveness of late adolescent, college-enrolled women as compared to the students in the non-intervention comparison group. This study examined the relationship among students' sexual assertiveness and their moral and ego developmental levels as well as the relationship between ego and moral development.

*Research Questions*

1) Are there differences between pre-test and post-test scores on a measure of ego development, moral development, and sexual assertiveness?

2) Are there differences between comparison and intervention group pre-test and post-test scores on a measure of ego development (SCT), moral development (DIT-2, P score, N2 score), and sexual assertiveness (SAS)?

*Additional Research Questions:*

1) What is the relationship between ego development as measured by the SCT and sexual assertiveness as measured by SAS?

2) What is the relationship between moral development as measured by the DIT-2 and sexual assertiveness as measured by SAS?

3) What is the relationship between moral development as measured by the DIT-2 and ego development as measured by SCT?

## Research Hypotheses

The research hypotheses are:

1) There will be differences between overall pre-test and post-test scores of ego development, moral development, and sexual assertiveness over time.

2) There will be differences between the comparison group and the intervention group.

3) There will be an interaction between the intervention and time.

<div align="center">Instrumentation</div>

Five instruments will be used to collect necessary information for completing this study. They include: 1) Informed Consent Form; 2) Biographic Information Form; 3) Sexual Assertiveness Scale; 4) Defining Issues Test-2; and 5) Washington University Sentence Completion Test, Form 81 Female version.

<div align="center">*Informed Consent Form* (See Appendix A).</div>

<div align="center">*Biographic Information Form* (See Appendix B).</div>

<div align="center">*Sexual Assertiveness Scale* (See Appendix B).</div>

*History and Description*

The Sexual Assertiveness Scale was predominately constructed to measure multiple aspects of assertiveness (Morokoff, Quina, Harlow, Johnsen, Grimley, Gibson, & Burkholder, 1997). It was originally designed to measure women's initiation of wanted sexual behavior, refusal of unwanted sexual experience, and prevention of pregnancy and STIs with a regular partner. The original research involved a series of three studies which examined a variety of variables the authors hypothesized as related to sexual assertiveness. The studies ascertained greater levels of validity and statistically significant variables related to sexual assertiveness.

The first study asked women to rate 112 items. Three subscales emerged from the self-report studies: behavioral, attitudinal, and interpersonal. Eighteen items were chosen to represent the emerged themes. Three subscales, initiation, prevention, and refusal, divided the eighteen items. The second study assessed the subscale response of the 18-item scale with the network of hypothesized variables. Initiation was significantly

linked to sexual experience and sexual victimization, experience, anticipated negative partner response, and self-efficacy for prevention behavior were significantly linked to the refusal subscale. The third study revised the SAS 18 items to make them readable at a seventh grade reading level. The construct validity was also examined to determine the relationship between the subscales and a separate self-report measure of initiation, prevention, and refusal. A fourth study was completed to conduct a 6 month and one year follow up on participants from the third study in order to determine test-retest reliabilities. After the completion of the fourth study with a culminative total of 1,600 women, the SAS consisted of 18 items which were divided into three sexual assertive subscales: initiation and refusal. Women are asked to rank each item on a Likert scale of one to five. One represents "Never, 0% percent of the time"; two represents "Sometimes, 25% of the time"; three represents " About 50% percent of the time"; four represents " Usually, about 75% of the time"; and five represents "Always, 100% of the time".

*Scoring*

Each item is given a weight related to the Likert ranking. Specifically, items marked as "Zero percent of the time" achieved a point score of "1." Thus, 1=1, 2=2, 3=3, 4=4, 5=5. Items marked with an "r" denoted a reverse score. The reverse scoring was figured as 1=5, 2=4, 3=3, 4=2, and 5=1. After denoting the point value for each item, all point values were added for each subscale and added for a total score. The higher the overall score, the greater the overall score of assertiveness for the participant.

*Validity and Reliability*

Confirmatory factor analyses indicated that three distinct factors of assertiveness: Initiation, refusal and prevention. Slightly correlated three-factor structure provided an equally good fit to the data across undergraduate student and community samples. All scales demonstrated adequate to high internal reliability across samples, suggesting internally consistent composites across groups. The validity of the subscales was demonstrated through significant shared variance with measures of self-assessed global sexual assertiveness and general assertiveness. Construct validity was also demonstrated through the finding of significant relationships between subscales and predicted constructs. Measures of initiation, refusal, and prevention in the past 6 months were moderately correlated with the corresponding SAS subscale. Test-retest reliabilities were measured after 6-month and 1-year interval and were found to be moderately high ($r=.60$ to .78 for 6-month interval; .59 to.69 for the 1-year interval).

<center>*Defining Issues Test-2* (See Appendix B)</center>

*History and Instrument Description*

Moral development was assessed by the Defining Issues Test-2 (Rest, Narvaez, Thoma, & Bebeau, 1999). The DIT-2 is a reliable replication of the original DIT (Center for the Study of Ethical Development, 2004). The DIT was originally published in 1974 and was constructed to measure moral judgment in a response to criticism of Kohlberg's interview method of assessing moral judgment (Rest, Thoma & Edwards, 1997). The DIT was first devised as a method of assessing Kohlberg's moral development stages but through several decades, it has been reconceptualized as a measurement to activate moral schemas and to construct theories about human cognitions (Rest, Thoma, Narvaez & Bebeau).

The DIT-2 is an updated version of the DIT. It is shorter, has more concise instructions, and is slightly more robust on validity criteria. The three greatest changes in the DIT revision include making the dilemmas more contextually relevant, changing the algorithm of indexing, and streamlining the method of detecting unreliable participants (Rest, Narvaez, Thoma & Bebeau, 1999). The DIT-2 is an objective measure based on Kohlberg's stages of moral development. The validity, reliability, test construction, test administration, and data analysis of the original DIT remain relevant for the DIT-2.

The DIT is an instrument that examines moral schemas and assesses them in terms of the importance rate and ranking of the judgments. The DIT-2 has five contemporary moral dilemmas: participants are asked to rate 12 items in terms of their moral importance (Center for the Study of Ethical Development, 2004). Participants are asked to rate the items on a five point Likert scale ranging from "no importance" to "great importance." Participants are then asked to rank order the four items that they consider most important in making their decision and to indicate their final judgment decision on the presented situation. The 12 items are written in such a way to activate the schemas the participants are already thinking of in regards to the dilemma. The assumption remains that these schemas are the ones that structure and guide the participant's moral decision-making; thus, through their rank and rating participants demonstrate the level at which they most readily make moral decisions (Center for the Study of Ethical Development, 2004).

*Scoring*

The Principled Reasoning score, "P" score represent the importance that subjects attribute to the Kohlberg's principled stages 5, 5a, 5b and 6 in making their decisions

across the five dilemmas. "P" scores are expressed as a percentage, ranging from 0-95.

The "N2" score represents the "P" score information as well as information about the

discrimination and rejection of the lower stages (1 through 4) (Rest, Davidson, & Evans,

1996). The part of the "N2" score that reflects the degree to which the lower items are

rated lower than the higher items is based on the rating data rather than the ranking data.

The "N2" score has been found to generally outperform the "P" score: however, the

instrument's authors recommend that researchers use both indices because the differences

are slight and impacted by the type of study and sample utilized (Rest, Davidson &

Evans).

*Validity and Reliability*

There is considerable evidence for the construct validity of the DIT (Center for

the Study of Ethical Development, 2004; Rest, Narvaez, Thoma, & Bebeau, 1999; Rest,

1986). Longitudinal studies show significant upward trends over time, with impacted

changes identified by education and life experiences in men and women (Rest, 1986a;

1986b; Rest, Davidson, & Robinson, 1978). Specifically, the DIT gains are one of the

most substantial longitudinal gains in any variable related to college (Center for the Study

of Ethical Development, 2004). The effect size of gain scores between Freshman and

Senior years in college is .80 (Center for the Study of Ethical Development, 2004).

There are usually non-significant or very low correlations with attitude, personality,

socioeconomic status, sex, and political orientations (Rest, 1986a; 1986b). Test-retest

reliabilities range from the .70s to .80s over periods ranging from a few weeks to a few

months. Internal reliability, Chronbach's alpha, averages in the high .70s/low .80s

(Center for the Study of Ethical Development, 2004; Rest, 1986a; Rest, 1986b). The DIT

purports discriminant validity seven validity criteria above that accounted for by verbal ability and general intelligence from conservative/liberal political attitudes (Thoma, Narvaez, Rest & Derryberry, 1999). The DIT-2 has been found to be equally valid for females and males (Center for the Study of Ethical Development, 2004).

DIT scores are significantly related to cognitive measures of moral comprehension (r=.60), to recall of Post conventional moral arguments, and to Kohlberg's Moral Judgment Interview (Center for the Study of Ethical Development, 2004; Rest, 1986a, 1986b). The DIT scores are also sensitive to deliberate moral education with an effect size of .40 compared to a control group of .09 for over 50 interventions (Center for the Study of Ethical Development, 2004; Rest, 1986a, 1986b). Higher stage DIT scores have been linked to college students' prosocial behaviors such as heightened empathy and greater flexibility as well as political attitudes and choices such as women's roles, rights of gay men and lesbians (King & Mayhew, 2002).

*Washington University Sentence Completion Test* (See Appendix B)

*History and Description*

The Washington University Sentence Completion Test of Ego Development (SCT) is a semi-projective test based on Jane Loevinger's theory of ego development (Loevinger, 1976). Loevinger began studying personality patterns of mothers and women in general with an objective test but after analysis of several studies, her research group decided to employ an established psychoanalytic measurement: the sentence completion technique (Loevinger, 1998). Uniquely, Loevinger, Wessler, and Redmore wrote the SCT simultaneously with the consolidation of the theory of ego development placing

particular importance on constructing a scoring manual that allowed other researchers to replicate and score within their own research (Loevinger, 1976).

The SCT consists of 36 sentence stems ( e.g., "Being with other people...," When they talk about sex, I ......") that triggers a written response completing the sentence. With the guidance of the detailed manual, raters are trained to assign the matching ego level for each individual response with the guidance of the detailed scoring manual (D'Andrea & Daniels, 1992). The participant's written response reflects the respondent's level of ego development. This study used the short form-female version, which consists of 18 stems. This measurement may be used with a person who demonstrates at least a sixth grade reading level, it can be administered individually or in group settings, and separate test protocols are used for men and women. It typically takes about 30-40 minutes to complete. The SCT scoring manual was revised and updated in 1998. Loevinger edited the volume which included a new chapter on cross-cultural assessment and a test devised for children and adolescents (Holaday, Smith, & Sherry, 2000).

*Scoring*

A single total protocol rating (TPR) is assigned after assigning each written response to a qualitative stage based on Loevinger's ego development theory levels. The protocol rating is based on a set of ogive rules which describe the total configuration of the distribution of item ratings (Sullivan, McCullough & Stager, 1970; Loevinger & Wessler, 1968). The total score assigns the participant to one of the seven levels of ego development (Sullivan, McCullough, & Stage, 1970). There are two scoring systems for the SCT. The total protocol rating (TPR) treats each ego level as a milestone while the total sum of items (TIR) gives a more differentiated comparison because it has a built-in

assumption of an interval scale (White, 1985). The TPR is preferred from a theoretical point of view but often the TPR is used for categorical responses and comparison and the TIR is used for correlations (White, 1985).

*Validity and Reliability*

Numerous studies have indicated that the SCT is a reliable and valid measure of ego development (D'Andrea & Daniels, 1992; Loevinger, 1998; White, 1985; Hauser, 1980; Loevinger, 1976, Hoppe, 1972; Blasi, 1972). Substantive validity, a component of construct validity, is addressed through the intuitive and coherent frame of the SCT (Loevinger, 1998). The newly revised scoring manual comprehensively outlines specific criteria responses to identify a core level of ego functioning (Hy & Loevinger, 1996). While inter-rater reliability has been a concern for some of the instrument's critics, detailed training procedures have established acceptable levels of reliability with values ranging from .76 to .92 (Loevinger, 1998; Hauser, 1980; Holt, 1980, Loevinger, 1976; Blasi, 1972; Hoppe, 1972). Knegelkamp, Parker & Widick (1978) found that individuals who complete the self-training program outline by Loevinger and Wessler (1978) can attain rating accuracy levels similar to those who helped construct the instrument.

Several studies have established the construct validity of the SCT. Ego development has been found to correlate with other developmental stage measures that gauge moral and conceptual development, as well as various behavioral and attitude measures (Lee & Snarey, 1988; Loevinger, 1996; Loevinger, 1976). Discriminant validity has been established through studies which have reported low correlations (.46 and .16) between ego development and intelligence test scores (Blasi, 1972; Hoppe, 1972). Loevinger & Wessler (1978) also found no significant correlations ranging from

.23 to .51 when examining the relationship between ego development and verbal fluency. This study answered the criticism that ego level rating was related to the number of words given in the sentence stem response.

## Data Collection

### *Method*

The researcher obtained permission from the instructor on record for the comparison group classes requesting permission to attend the first class. Upon obtaining permission, the researcher attended the first day of class of the comparison group and solicited participation in the study and discussed the study's purpose and procedures to the class. Informed Consent form was explained and signed by participants. The study incentive was explained. The researcher explained the procedure for participants in the comparison groups to return the measurements and biographic form. The measurements were administered to the intervention group on the second day of class following similar procedures.

The Washington University Sentence Completion Test (SCT), the Defining Issues Test (DIT-2), and the Sexual Assertiveness Scale (SAS) were administered to all participants. Participants were pre-tested on all measures at the beginning of the semester (August 2004) and post-tested on all measures at the end of the semester (December 2004). Researcher also administered a biographic form to all participants. Participants were given instructions for completion of the SCT, DIT-2, and SAS as described by standardized manual instructions. The researcher read directions to the entire group and gave an estimated time of completion of all instruments. The intervention group was allotted the whole class period for completion of the instruments. The comparison group

participants were given packets to fill out and mail to researcher within the week since the instructors did not allow class time for testing.

Each participant received a packet of materials during the assessment meeting. The packet included the informed consent form, general instructions, a biographical questionnaire, and the three measurements: DIT-2, SCT, and SAS with complete instructions. Post-tests were administered to the participants in the intervention group on the second to last day of class. Post-assessments were given to the participants in the comparison groups on a scheduled day at the end of the semester.

When administering the instruments to the intervention group and when handing out the packets for the comparison group, the researcher highlighted the purpose and procedures of the study. The researcher emphasized the informed consent form and highlighted four points: participants maintain the right to refuse the completion of the measurements, class enrollment and completion of course requirements are required for all participants, all responses and data are maintained in a confidential manner, and data gathered is identified by a random code to ensure anonymity. Researcher also reviewed the study incentive.

Interviews were also conducted with intervention group participants who volunteered to be interviewed. Informed consent was obtained and 60 minute interviews were audio-taped and conducted midway through the semester. The interview was guided by an intervention guide and the researcher allowed the interviewee to lead interview content (See Appendix B).

*Scoring Procedures*

The completed DIT-2 instruments were electronically scored at the Center for the Study of Ethical Development at the University of Minnesota. The completed printouts of score results and analyses were provided to researcher by the center. The SCT was scored by a trained rater with a history of high inter-rater correlations. She trained the researcher in scoring procedures and she and the researcher achieved a high inter-rater reliability of 92% on 36 responses. The rater scored 75% of the individual items, the researcher scored the remaining 25% and the researcher scored all participants' protocol totals. The researcher received the scoring guidelines from the SAS author and scored all SAS instruments.

Data Analysis

The overall approach to analysis of the quantitative data in this study was derived from the general linear model. After reviewing data for outliers and testing assumptions necessary for conducting statistical tests, comparisons were made between the comparison and intervention groups on their pre-test scores. Mean scores were obtained for the DIT-2, SCT, and SAS. Due to the non-random selection of groups, four separate analyses of variance (ANOVA) were conducted to determine if groups were significantly different on pre-test measures. A 2X2, repeated measures Analysis of Variance (ANOVA) was used to compare the post-test scores between the intervention group and comparison group. Pearson-product correlations were used to examine the relationship between the scores on the DIT-2 and the SCT to the scores on the SAS. Pearson r statistics provided information about the magnitude of the relationships among levels of moral and ego development and sexual assertiveness (Salkind, 2004). A significance

level of p<.05 was set. If significance were determined from the ANOVA, a follow-up Tukey post hoc test would be conducted to specify which variables were significantly impacting other. Analyses of variance (ANOVA) were used to test the effect of the treatment variable on the dependent measures (Salkind, 2004). The DIT-2 scores and SCT scores were dependent variables and the SAS score was the independent variable.

Qualitative methods were used to analyze intervention group participants' responses in interviews, Blackboard, and journal entries. Blackboard is an on-line communication system that allows instructors and students to communicate with each other outside of class. All postings and discussion threads are public to students enrolled in the class. These qualitative data supplemented the quantitative data by illustrating the impact of the intervention on their sexual assertiveness, ego development, and moral development. These data also highlighted the students' perspective regarding their experience in the class and the effectiveness of the intervention in promoting moral and ego development and better understanding the relationship of these developmental domains to sexual assertiveness. Interviews were transcribed by a transcriptionist unrelated to the College of William & Mary. Code names were chosen by each participant as identifying information to better secure anonymity. Levels II and III constant comparative analyses as described by Lincoln & Guba (1985) were conducted (Patton, 2002). Participants received the transcriptions and added or deleted any information they deemed necessary. Responses obtained from the interviews and journal submissions were chunked and coded to designate similar phrases or concepts. Color-coded units emerged as categories. The color -coded units were then re-read, re-

categorized, and re-sorted collapsing categories into broader, overarching themes until sorting was complete and themes were as homogeneous as possible.

<div align="center">Special Considerations</div>

Of utmost importance to the researcher was the creation of a safe classroom environment to ensure all intervention participants felt comfortable and safe. Willingness and comfort in openly sharing and examining their sexuality, sexual dilemmas, and sexual decision-making processes is largely impacted by the atmosphere and safety in the classroom environment. This safety was accomplished through small group discussions, reminders of the importance of confidentiality, respect for other viewpoints, and flexibility of subject matter. The researcher noted that flexibility was key in creating this atmosphere with specific notice to time constraint, assignment content, and group dynamics.

<div align="center">Critique</div>

<div align="center">*Limitations*</div>

*Statistical Validity*

The statistical validity of the study was threatened by the small sample size of the intervention and comparison groups. The intervention group was a maximum N=20 due to the constraints of class enrollment. All participants completed the entire semester and fulfilled course requirements. Class size, however, was limited by room constraints and the need to limit class size to create the desired atmosphere. Two factors contributed to the small volunteer rate from students in the comparison group. The instructors of record did not give the researcher permission to test within the class time but instead asked the researcher to hand out the packets and have the participants mail the instruments by

campus mail. Also, the instructors of record only allotted a small amount of class time to explain the research and instrument instructions to potential participants. The instructors on record did, however, send emails to students urging them to complete the packets but the volunteer rate did not increase.

Due to the low return rate, the three comparison groups (Women's Studies, Human Sexuality, and Education classes) were collapsed into one comparison group. The small intervention group size (Ns<30) violated the central limit theorem which states that a minimum sample size of N=30 is needed to best ensure that the sampling distribution of the means will be normally distributed (Gall, Gall & Borg, 2003; Keiss, 1996). Consequently, the small group sample sizes used in this study also violated the assumptions of normality required of multivariate tests (Grimm & Yarnold, 1977). Due to the small sample size, the statistical results must be considered with caution, due to the potential inconsistencies and limitations of the analyses.

*Internal Validity*

The potential threat of the study design was differential selection. This threat allows for the possibility that group differences on the post-test were actually due to pre-existing differences, such as pre-existing discrepancies on moral and ego development levels and sexual assertiveness, rather than due to the effect of the intervention. Thus, groups were pre-tested and analyses of variance were performed to determine if there were initial group differences on pre-test scores (Gall, Gall & Borg, 2003). No initial pre-existing differences were found. These procedural and statistical measures also controlled for maturation, history, and the differential selection interactions. The researcher also noted the possibility that participants may have been simultaneously or

previously enrolled in the Human Sexuality class, Education class, or another Women's

Study class. Three overlaps were discovered; three intervention participants were

enrolled in the Women's Studies course. The researcher also inquired if participants had

experienced a role taking experience in the context of sexuality similar to those required

in the intervention group. One intervention participant reported experiencing a new role

the previous year after alleging a date rape while enrolled in the college. The participant

described the new role as an advocate for the rights of women who report a date rape on

campus.

Internal validity was also threatened by maturation. Young adulthood is a pivotal

time in development and the women in the study may have experienced natural maturity

development as a result of being in a learning environment and living independently for

the first time. The existence of the comparison group may also have helped minimize the

effect of maturation because maturation would likely be seen in both groups. History

was also a potential threat to internal validity. History could take place within or outside

the research setting but again, the threat may have been lessened due to the fact that

history would most likely be occurring to both groups. The presidential election occurred

in the middle of the semester and a heated presidential issue related to same-sex

marriages emerged during the election process. Discussions regarding sexual orientation

were prevalent in the media but did not seem to have a large effect on relation to

measurement items. Locally, the college football team reached national success for the

first time in the history of the college and received large amounts of media and casual

attention. Although a great deal of time was devoted towards the team's support, no

participants were on the team or worked for the team. Also, no sexual issues were raised in relation to the media coverage and seemed unrelated to topics studied in this research.

Treatment diffusion was a potential threat to validity because the comparison groups were located at the same university with enrollment of 7,650. 5,700 of the 7,650 were undergraduates and participants may have interacted with each other (College of William & Mary, 2004). Finally, three potential threats to internal validity were experimenter bias, desensitization, and testing fatigue. The researcher was the instructor of the intervention group class and may have influenced the intervention through personality, enthusiasm, and knowledge of subject matter. The threat was minimized in scoring procedures because the instruments were predominately scored by experts who were blind to the participants. Desensitization may have occurred in the pre-test, post-test design in the three instruments. Results of any differences may have been due to exposure and familiarity with the test from the pre-test rather than due to the intervention itself. Testing fatigue was also a potential threat. The instruments took an hour to complete and participants may have become bored or overwhelmed with the amount of questioning. No participants voiced complaints to researcher. Also, the post-test instruments were given to all participants the week before final exams. The participants reported being tired from the high workload and stress level related to that time of the semester.

Mortality was a significant threat. Some participants from the comparison group filled out the pre-test instruments but did not fill out the post-test instruments. Also, participants remained enrolled in the respective courses throughout the semester but the researcher did not receive information pertaining to the comparison group's fulfillment of

course requirements or achieved grade. Records were kept for each intervention group participant in regards to absenteeism or withdrawal from the treatment to control for effects of mortality. No intervention participant dropped the class but attendance problems were significant for three participants. One participant skipped class three times, one participant missed four classes due to a significant illness, and one participant missed three classes due to an unrelated court case. Procedural design should have helped control for experimental diffusion, demoralization, compensatory rivalry, and equalization of treatment.

*External Validity*

The interaction among pre-test and post-test and the experimental treatment was a threat to external validity. Post–test results could have been due to the administering of the pre-test rather to the intervention. A threat to ecological validity was population validity due to the use of a small and accessible sample of undergraduate students at the College of William and Mary. The generalizability of the findings to the target population of college-enrolled, late adolescent females at other higher education institutions in geographic locations outside of Virginia is limited. The intervention sample size ($N$=20) also left the study more vulnerable to attrition. Attrition threatened validity because participants had the right to drop a class, withdrawal that, could significantly lower the sample size. No participant, however, in either group dropped a respective class. Also, the comparison group participants may not have wanted to take the time to fill out the lengthy tests if not receiving any college compensation or class credit for the time spent.

Another threat to the study was weakness with respect to external validity. Along with the small sample size, the sample only included women who were college educated. Although steps were taken to represent college women multiculturally, the university chosen for both the intervention and comparison group is predominantly identified as Caucasian (College of William & Mary, 2005). Sexual orientation data could not be obtained from the university. Additionally, the Hawthorne effect might have affected the study. The Hawthorne effect relates to the validity threat of the participants knowing they are being studied and this knowledge affecting their performance. Participants may have wanted to appear to have higher sexual assertiveness or to replicate accepted societal norms of decision-making processes. The DIT-2 has internal control for "lofty" responses and the SCT semi-projective construction makes it difficult to fake high (Rest, 1986b; Loevinger, 1976). The SAS is vulnerable because the instrument asks women to choose a percentage on self-reported behaviors. If the woman has not participated in the behavior, the instrument asks her to predict what she would do in the situation. Participants' reports of hypothesized predictions might not have been as accurate as their reports of actual participation.

The John Henry effect may also have threatened external validity. This effect occurs when the control group participants try to present more favorably than the experimenter group. Conversely, the comparison group may be de-motivated if they discovered they aren't receiving a treatment received by the experimenter group. Lastly, a threat to the study includes the question of whether the length of the intervention will suffice in seeing a developmental growth in the participants. The study was limited to four months which may not have yielded enough time to see developmental change, but

perhaps test participants at a vulnerable time of transition rather than the full progress to another developmental level (McAdams & Foster, 1998; Sprinthall, 1981).

Selection/treatment interaction could have been a problem to validity due to possible pre-existing differences and their interaction with maturation. Interaction of time of measurement and treatment was also a potential threat to validity. Both moral and ego development levels maintain over time (Loevinger,1998; Rest, 1986b;). Novelty may also have posed a threat, as sexuality is a subject which few late-adolescent women have the opportunity to discuss in an academic setting (Tolman, 2002; Fine, 1988). Replication was also a threat to validity. To account for this threat, the researcher provided great detail of the intervention in order to allow for replication (See Chapter Four). Also, this study provided detailed descriptions of the sampling, statistical and treatment methodologies.

## *Delimitations*

This study does not include the assessment of college women classified as freshmen because the freshmen year is a unique year dominated by numerous life tasks and adjustments which will not be accounted for in this research design (Brown, 1989). This study also did not assess the actual sexual decisions or behaviors of the participants because the researcher was not interested in specific behaviors but rather the assumptions motivating decisions about such behavior. Although important to context and sexual health,  safer sex practices and sexual attitudes were not measured in this study because those factors were out of the scope of the study's purpose.

*Ethical Considerations*

This study had minimal ethical risks due to the nature of the intervention and research design. The participants signed the informed consent after the researcher explained the purpose of the study, the measurement completion procedures and the voluntary nature of the study. The intervention group was also explicitly told that participation in the study was voluntary but class participation and assignment completion were mandatory for a grade. Specifically, the participants in the intervention group may have had dual relationship concerns due to the researcher being the instructor. The researcher also reiterated that grades and instrument scoring were not related to the content of their sexual decision-making, sexuality discussions, or sexual behavior. Further, participants may have had concern over the confidentiality of testing results. Anonymity was addressed through random assignments of codes for the DIT-2 by the researcher and participant-derived identification codes on all other instruments. Study results reported group mean data and not individual scores. Also, confidentiality of group discussions was stressed repeatedly through the intervention.

*Significance of the Study*

Despite listed limitations, this study provides practical, field-based data to expand information in the examination of the effects of a DPE intervention on the moral and ego development, and sexual assertiveness of late adolescent, undergraduate-enrolled women. Detailed descriptions of sampling, research design, and the intervention should allow for easy replication of the study. This study also lends itself to robust and substantive quantitative and qualitative data. This study should give a voice to an underrepresented population, college-aged women while contributing to the domain of

cognitive development research.   Although this study has limitations, the research design helped to safeguard and yield valid and reliable results.  Ethical risks were minimal and the outcome results could enhance the understanding of moral and ego development in the context of college women and their views of their own sexuality and sexual assertiveness.

The intention of this study was for the intervention to benefit the participants and to provide a rich and life-changing experience for the women in the intervention class.  It is the researcher's hope that participants regarded their involvement with the study as a pivotal point in their academic, sexuality, and feminist education.

## Conclusion

This chapter reviewed the research design and methodologies used in this study. Population and sampling, data collection procedures, instrumentation, research questions and hypotheses, data scoring and data analyses were discussed with attention to special and ethical considerations of this investigation.  An examination of the major threats to validity to this study and control measures used was presented.

CHAPTER FOUR

Description of Intervention

Introduction

Junior and senior level students participated in an undergraduate women's studies course. The course was titled, WMST 390 "Restructuring Female Sexuality", and was an original course constructed and offered for the first time (See Appendix A). The instructor on record and sole instructor for the course was a PhD. candidate in Counselor Education. The course incorporated the Deliberate Psychological Education model in its design and implementation. The conceptual model for the course included ego and moral development and the teaching philosophy replicated constructs from intellectual development. The course presented a developmental approach to the topic of female sexuality using historical, biological, and socio-cultural perspectives of sexual development and behavior. Particular emphasis was placed on the social construction of sexuality and the implications of such constructions for female's identity, reasoning and behavior.

Key Course Constructs

*Conceptual model: Cognitive Development*

Reasoning and behavior are strongly aligned with the level of complexity of psychological functioning of an individual (Foster & McAdams, 1998). Research in psychological complexity, as described by the broad theory of cognitive development theory, indicates that individuals have an intrinsic motivation toward competence and mastery. This motivation occurs in stages with each stage representing an individual's current mode of meaning making. The movement is sequential and hierarchical in

manner and is contextually driven by the interaction between the person and

environment. Research has suggested that formal education that encourages questioning,

inquiring, and openness to evidence and argument enhances psychological development

(McNeel, 1994; Hersh, 1979).

The concepts of ego and moral development guided the construction of the

course. Ego development can be described as a master trait that serves as a schematic

frame of reference for various personality traits (Loevinger, 1998; Newman, Tellegen &

Bouchard, 1998). Moral development is defined as the level of cognitive functioning of

an individual in relation to moral reasoning within the focus of justice and fairness.

Within the context of this course, when a young woman raises or expands her cognitive

development her concept of herself in relation to others, her ability to reason, and her

sexual assertiveness will strengthen and expand as well. Her sexual assertiveness will be

strengthened by a more empowered, purposeful response and construction of sexual

meaning making. In turn, her view of self strengthens, affecting her future sexual

assertiveness and meaning making of sexual decisions and constructions of her

relationship with others.

*Deliberate Psychological Education Model*

Sprinthall and Mosher (1988) designed the Deliberate Psychological Education

(DPE) in an attempt to promote cognitive developmental growth. The DPE program is

based on an educational model that seeks to provide experiences that might enlighten

individuals of the challenges and limitations of their means of making sense of the world

(Foster & McAdams, 1998). Opportunities to practice moral action through role taking

and interactive exchanges with others can serve as a fertile ground for moral growth and

reflection (Hayes, 1994). Cognitive complexity can be advanced if certain conditions are

provided (Snarey, 1985). Five conditions necessary for an effective DPE have been

identified by Sprinthall (1994) and include the following: a significant role-taking

experience in helping other individuals in a leadership role, guided reflection concerning

the role-taking experiences and dilemma discussions, a refined balance of active

experience and reflection, support and challenge during the process, and continuity with a

continuous interplay between role-taking, action, and reflection (Rustad & Rogers, 1975).

Psychological growth and development demand appropriate stimulation. An individual

will not grow unless he or she is challenged to consider alternatives and given support to

reexamine customary modes of adaptation (Sprinthall, 1994). Educational intervention to

foster moral development focus on presenting complex situations for the individual to

ponder rather than the typical focus of institutional authority (Whitacre, 1982).

*Teaching model*

Several teaching philosophies guided the construction of the course. Perry's model of

intellectual development provided a conception of how college students learned and

conceived knowledge. Belenky, Clinchy, Goldberger, and Tarule (1997) conducted

further research on intellectual development investigating women's ways of learning.

Belenky, et al.'s (1997) cultural feminist argument highlights some unique learning style

and needs that might be unique to women. Principles of a feminist classroom are also

included.

*Perry*

Perry (1970) postulated that intellectual development in adolescence and early

adulthood progresses from a dualistic right or wrong way of knowing to a relativistic

view that all ways are equally right. Through a process of differentiation, dualisms of universal rights and wrongs give way to a situational morality of difference and relative rightness. As life choices occurs, a socially constructed context for self develops. Eventually, a reintegrative transformation occurs as the young adult commits to personal moral standards within a context of relativity (Perry, 1970). Alternatives to progression include temporizing, a temporary pause in growth; retreat, returning to more simplistic ways of thinking to control emotional challenges; and escape, avoiding responsibility by passive delegation to fate or submersion in activity without thoughtful consideration of choices (Magolda & Porterfield, 1988; Perry, 1970). Successful progression from a simple to a more complex value system eventually enables individuals both to construct their own morality and accept as moral the presence of those who otherwise would be marginalized by claims of universal moral rightness (Gilligan et al., 1990).

*Women's Ways of Knowing*

Belenky et al. (1997) revised Perry's research to incorporate data collection more inclusive of female participants. Their research included a concentrated percentage of college women but also included women of various ages. Their results were similar to Perry's intellectual positions but offered the additions of five ways women experienced knowing. The perspectives ranged from *silence*, a form of knowing where women did not speak; *subjective knowledge*, where women listen to their inner voice and quest for her own identity; to finally *constructed knowledge*, a condition where women integrate the voices of all with respect to the context of knowledge.

*The Feminist Classroom*

Feminist education, and specifically, the feminist classroom is provides a

container where there is a sense of struggle. This container is where students and

instructors work together to overcome the estrangement and alienation that have become

typical to lecture-only or Socratic-method academic learning. Most importantly, feminist

pedagogy engages students in a learning process that makes the world "more real than

less real" (Hooks 1989, p. 51).

Schact (2000) describes characteristics of a feminist classroom as :

> concerned with how students and the teacher relate to each other and the
>
> materials presented. The personal experiences of students and the instructor are
>
> integrated into the course materials to create an environment where numerous,
>
> sometimes contradictory voices are heard. Such a pedagogical approach requires
>
> active student participation and the perception that all participants' voices will be
>
> taken seriously—something often denied female students. Special attention must
>
> be paid to voices often silenced and opportunities given for *all* students to speak
>
> and be heard. Thus, an instructor should always try to adopt pedagogical
>
> strategies that invite the participation of every class member present. Notions of
>
> professor as privileged voice should be challenged and all class members should
>
> be expected to become self-conscious participants in the process of knowledge
>
> construction" and be made aware of the limitations of their own experience and
>
> perspectives and therefore value the perspectives of others (p. 1).

Connections and feelings of a shared community often arise out of courses taught using an inclusive feminist pedagogy (Hooks 1989; Schacht 2000). This shared sense of struggle could help diminish the likelihood that critical classroom dialogue leads to personal insult and student withdrawal. Finally, a feminist classroom should provide a context that not only rewards student participation but honors the experiential diversity of all classroom participants.

## Course Details

Institution and IRB approval of the course was given after the first round of on-line registration was completed, thus, the course was not listed in the main catalog of open courses. The course was subsequently listed under the Women's Studies program on-line, within the Women' Studies newsletter, through personal contact between students and their Women's Studies advisor, and through flyers posted in public locations within several academic buildings. The course description read as the following:

### Catalog Description

> This class is a topic seminar designed to critically examine the cycle of sexual decisions and the construction of the sexual self in college-aged women. A central component of this class will be a recognition and promotion of young women's strengths, diversity, life challenges, and values in contemporary and collegiate society. The influence of the power of social construction upon young women's meaning making of their sexual decisions and sexuality will be examined. Students will also explore how they define themselves as females and sexual beings in the context of their family of origin, race, ethnicity, modern society, relationships, developmental stages, and religion/spirituality. *Relationship of this course to program requirements:* This course is recommended to all students majoring or minoring in the Women's Studies

program or who possess an interest in female sexuality.
It may be taken by students in other designated programs
as well. This course is designed to meet requirements for an
elective in Area I (Humanites) or Area II (Social Science).

<div align="right">(College of William & Mary Handbook, Fall 2004)</div>

*Course Objectives*

The following themes and objectives were focused upon in the course:

General course themes included:

1. Self as female and Self as Sexual Being: To examine female sexuality through historical, biological, and socio-cultural lenses.

2. Messages from Society: To examine current significant developments in the area of sexuality.

3. Current Dilemmas facing College Women: To promote awareness and tolerance of diversity.

4. Defining Personal Sexual Self: To encourage integration of the material with personal understandings and beliefs about sexuality. To explore how women make their sexual decisions and how they subsequently make meaning of the decisions.

Specific Course Objectives included:

The overarching objective for this course was to provide an opportunity for college-aged, college-enrolled women to explore female sexuality, the meaning of their sexual decisions and its affect on their constructions of self through readings, discussion, individual reflections, and class presentations on topics relevant to female sexuality. Supporting objectives given in the syllabus included:

Class members will…

1.  Become knowledgeable about current issues involved
with female sexuality including race, ethnicity, gender, sexual

orientation, religion/spirituality, politics, and culture.

2.  Critically analyze personal constructions of sexual self in terms of sexual assertiveness and sexual decisions.

3.  Assert feminist constructs as one perspective of interpreting sexuality.

4.  Identify challenges facing young women's interpretation of their sexuality.

5.  Demonstrate the ability to reflect upon various perspectives related to the dilemmas raised in class.

6.  Demonstrate the ability to explore dilemmas through dialectic discussion.

7.  Articulate a personal commitment in written essays and journal reflections to a chosen point of view or process of decision-making regarding pertinent issues presented in class.

## Course Requirements

Students were expected to read all article and text assignments, complete two papers, co-facilitate one class discussion, attend class, actively participate in class discussion, complete a role-taking assignment throughout the semester, finish special project assignments given throughout the semester, and present a final project to class. No examinations were given at mid-term or final evaluation.

## Course Texts

One text book was used for the course. Tolman, D. (2002) *Dilemmas of Desire: Teenage Girls talk about Sexuality*. Massachusetts: Harvard University Press. Additionally, a large packet of over forty individual articles and extracted chapters was compiled to supplement each class topic.

## Course Dilemma Topics

Students selected ten areas of interest within the overall themes guiding the class topic. The instructor subsequently designed the class schedule based on student –agree interest areas and supplemented topics beyond stated interest.

The topics included:

1. Self-esteem and sexuality
2. Multicultural views of sexuality
3. Sexual orientation
4. Double standards
5. Labeling and stigmas
6. Religion and spirituality and sexuality
7. Mood-altering substances and sexuality
8. Masturbation and orgasms
9. Biological Sex Education Information geared for college aged women
10. Rape and consensual unwanted sex
11. Body image
12. Safer sex practices and education
13. Sexual decision-making
14. Defining personal sexuality

## Written Assignments

An important component of course participation included completion of written assignments. Written assignments included two substantive papers, weekly journal reflections, role-taking experience reflection, and a final project reflection. Weekly Blackboard postings and one special project reflection completed the written assignment requirements.

Descriptions of formal papers given to students in the syllabus are as followed:

*First Paper*

> The first paper will be narrative in format. It will be about 5-6 pages in length addressing the messages you have received from family members, peers, media, religion, ethnicity, and body image related to female sexuality. This paper should stimulate your thinking throughout the semester, serving as a backdrop to class topics in order to make class discussion more personally meaningful to you. If, after reading the description, you have any concerns about the degree of personal revelation required, please discuss the requirements with me and we will discuss alternative options. You will discuss paper findings in class.

*Second paper*

> The second paper will focus on a specific topic related to
> female sexuality. It will be approximately 10-12 pages,
> double-spaced in length and will be research-focused.
> The paper will need to adhere to APA guidelines. You
> will research and describe the special characteristics and
> needs of a particular population such as African-American
> women's sexuality, rape survivors, virgins, bondage,
> etc... as it relates to our class. Specifically, you will
> introduce your interest in the population and describe
> what it is and why it is of interest to you. You will describe
> the population: stereotypes, true characteristics, any pertinent
> additional information. You will detail the specific and unique
> needs of the population and discuss society's views/scripts of
> this population. You will conduct a review the literature/research.
> Specifically, you will describe the studies' focus as it relates to your
> population and report relevant findings about the subject. Finally,
> you will explore your view of the population, your misperceptions
> before researching it, your insight into the population, and how you
> incorporate this knowledge into female sexuality in general and
> your own sexuality. Each student will conduct a brief, informal
> presentation of her paper in class. You will present your research
> in class. You will be graded on your ability to coherently and fully
> write about each of the six sections described above as well as your
> grammar, spelling, citation list, and class presentation.

*Reflections*

Students completed several reflection exercises and assignments. They included a

special assignment termed, *Do Something New*, weekly personal journals, and weekly

Blackboard assignments. Reflections are an integral component of the DPE model

because it provides opportunity for the student to explore her own thoughts and topic

stances as well as allow the instructor to give critical feedback and challenging questions

to the student. Descriptions given to students in the syllabus are as follows:

*Do something new*

Literally, do something new within the realm of
sexuality. It is up to you how you fulfill this assignment.
Examples include: say 'no' to a sexual act for the first time,
buy a porn magazine by yourself and put it face-up on the
counter, get tested for STIs, ask your mother about her
sexuality history, etc...
The only parameters are:
  1. You can never have participated in this activity
  before this assignment-it should be a safe choice but
  a stretch in your comfort level.
  2. You are to do it by yourself.
  3. An optional component is that you enact your
  choice without saying it is associated with a class
  assignment. In addition, you need to write a short
  reflection about the experience (around 1/2 page).
  Include what you did and what it was like for you.
  Each person will briefly discuss her activity in class.
  This assignment should be fun and exciting. If you
  are uncomfortable with the assignment, please contact
  me and we will discuss other options.

*Blackboard*

In order to stimulate and focus class discussion as well as
highlight class readings, reflection memos must be posted
to the Blackboard discussion board before 10am of the Tuesday
class. Memo topics will be posted the proceeding Thursday
evening. Students will choose to respond to at least one of the
topics posted for that class period. Occasionally, a mandatory
posting will be listed. The memos should be single-spaced and
no more than one page in length and no less than two meaningful
paragraphs. The memos are to give you a space to convey your
reactions to the readings or discussion (or both), to help focus
thinking and further enhance discussion, and to enable us to
extend discussion beyond our class time.

*Role-taking*

Each student will write a four page reflection about the process
of her chosen role-taking assignment. You will describe your
process of deciding upon your idea, what you decided to do, a
detailed description of your assignment activities, how you

implemented the activity, reactions to the role, your views of
your leadership strengths and weaknesses related to the activity,
and your perspective of the experience in general.

*Final project*

There will be no final exam but each student will complete
a creative project that represents her development of her view
of female sexuality. The purpose of this final project is to give
the opportunity to choose your preferred outlet in examining and
expressing your new view of female sexuality in general and
specific to your sexuality. In keeping of the spirit of the class,
I am giving you creative license in how this project culminates.
You must, however, give a paragraph outline to the instructor
and receive approval for your idea of the project. The assignment
will either be an 8-10 page reflection paper or a creative endeavor
approved by professor. Examples of creative designs include:
collage, poems, drawings, photo spread, video, music compilation.

Your project or paper should include:
1.  Your definition of sexuality.
2.  Your view of female sexuality: the good, the challenges,
the unique characteristics.
3.  Your view of your sexual developmental growth (in terms
of your understanding and comfort level) due to your enrollment in this
course. You need to express specifically how you think you have
grown/changed and why you think this growth has occurred.
4.  Personal experiences/exposures/individuals simultaneously
occurring during this course that affected your sexuality development.
5.  Anything else that is important and relevant to female sexuality
as you have come to understand it.

*Journals*

The journal is a personal exploration; each student may develop
her own style in writing the journal. It is not a diary in the sense
of a running commentary or stream of conscious exercise. Instead,
you need to stay focused on the issues at hand as presented in class
and in the readings. Personal experiences are also relevant topics for
reflection in the journal. Journal entries should range between two
and four pages. Journals will be turned in every Thursday. Missed
journal entries can not be made up. See hand-out for further
information.

Class Field Trip

The class took a field trip to a newly opened restaurant named Hooters. The class

explored the company's website examining the company's work and environment

philosophy, depictions of female employers, references to sexual issues, and litigations.

The class meeting was held in the restaurant and students reflected on their experience in

the establishment.

Class Participation

*General Lesson Plan Outline*

The majority of classes were scheduled as follows:

1. Turn in reflective journal entry for week.
2. Thirty minutes of lecture/large group discussion on assigned readings
3. Thirty minutes of activity/small group discussion.
4. Fifteen minutes of large group discussion.
5. Fifteen minutes of large group closure discussion and explanation of next week assignment/reflective/class business journal topic.
6. Students pick up reflective journal entry with instructor's remarks.

Expectations given to the students in the syllabus are as follows:

*In class*

> You are expected to do all the assigned readings and to come
> to class prepared to discuss the topic covered. Class lectures
> and guest speakers will address aspects of the material in the
> assigned readings but will not duplicate the material in the
> readings. The course is designed with focus on class discussion
> rather than a predominant lecture format. Each person is an
> expert at his or her own sexuality, which means we can all learn
> from each other. If you are not in class, it is your responsibility
> to obtain the discussion information from a classmate. Contribution
> to class discussion and your presence during class are considered
> part of your class participation. Each student will be responsible
> for co-leading one class discussion. Three unexcused absences
> will result in an automatic letter drop in grade.

*DPE Implementation*

The intervention addressed the five components needed for change as prescribed by the DPE model. They were as follows:

*Continuity*

The environment provided for small and large group discussion must be consistent and reliable. The course was a one semester class that met twice a week for one hour and fifty minutes.

*Role-taking*

The syllabus described role-taking requirements and are as follows:

*Individual assignment*

Each student will participate in a role-taking assignment throughout the semester. The student will be responsible for picking where he/she will participate in this activity and the professor will approve all sites and ideas. The role-taking experience should include a leadership role for the student within the realm of female sexuality in college women. Examples include: working at a rape crisis hotline, starting a discussion group of sexual issues in a freshman dorm, and conducting research on this campus. The assignment should begin within a few weeks of the semester and will extend throughout the semester. It is not a one-time assignment. Students will give verbal and written updates throughout the semester and will conduct a brief, informal presentation of the assignment in class. Students will also write a 4-6 page reflection about the experience.

*Co-facilitation of class*

Student pairs will be responsible for directing and leading class discussions and student-designed activities; conduct role plays, share ideas, and present their opinions and perspectives. ·

*Dilemma discussion*

Students will be responsible for participating in large and small group discussions about dilemmas related to sexuality and sexual decisions. The dilemmas will come in the form of articles, current events, music, real-life stories, excerpts from books, movies, or television.

*Reflection*

Reflection is an integral component of the DPE. Reflection opportunities included weekly journals, weekly Blackboard discussions, two written papers, one special project written reflection, role-taking assignment reflection, the final project and class small and large group discussions. The student received guided reflection from the instructor in private responses and questions in the students' weekly journals. The instructor wrote responses and questions throughout the journal entry as well as a synopsis at the end of each journal. The format was replicated for each written assignment as well. Students received verbal guided reflective support and challenge within the classroom environment in small and large group discussion.

*Support and Challenge*

The culminating component of the DPE model is support and challenge. Throughout the new experiences and perspectives the students are being exposed to and actively experiencing weekly, the instructor provides immense amount of individual and group support. The instructor provides group support by helping to create and maintain a safe atmosphere for students to explore sexual dilemmas, examine their own viewpoints and reactions, and remain receptive to new perspectives. The instructor also provides individual support to students through a private dialogue in students' weekly journals. The instructor also meets with students on scheduled check-in meetings as well as at the students' request. In addition to support, the instructor provides the basis for group and individual challenge. The challenge is important to promote growth and serves as a

catalyst for students to explore a new perspective or expand an area of reflection. It is not punitive nor combative but rather a comment or question that takes a student's line of reflection to close but more advanced level of complexity.

**WMST 490 06 RESTRUCTURING FEMALE SEXUALITY**
**Spring 2005**

**Professor**: Juliana Mills, Doctoral Candidate, MS, NCC
**Email**: XX
**Office Location**: XX
**Office Phone**: XX
**Office Hours**: Tuesday 9:30-11:30; Wednesday 10-12; 1-3. Appointments preferred.

"At an individual level, sexuality is central to our understanding of contemporary identities and relationships. It is directly connected to how we feel about ourselves and others and, often, our motives for forming relationships and achieving intimacy. It is a mode for experiencing love and pleasure, as well as assessing and demonstrating sexual worth. It is for all these reasons that we need to understand the continuing transformations of sexuality and their social, personal and political implications." (Richardson, 2000, p. 15)

"Before feminist, before sexual liberation, most women found it difficult, if not downright impossible, to assert healthy sexual agency. Sexist thinking taught to females from birth on had made it clear that the domain of sexual desire and sexual pleasure was always and only male, that only a female of little or no virtue would lay claim to sexual need or sexual hunger. Divided by sexist thinking into Madonna's or whores females had no basis on which to construct a healthy sexual self. Luckily feminist movement immediately challenged sexist sexual stereotypes." (Hooks, 2000, p. 85)

## I. Course Description

This course presents a developmental approach to the topic of female sexuality using historical, biological, and socio-cultural perspectives of sexual development and behavior. Particular emphasis is placed on the social construction of sexuality and the implications of such constructions for female's identity, reasoning and behavior.

The course objectives include:
1. To examine female sexuality through historical, biological, and socio-cultural lenses.
2. To examine current significant developments in the area of sexuality.
3. To promote awareness and tolerance of diversity.
4. To encourage integration of the material with personal understandings and beliefs about sexuality.

## II. Texts
    A. Tolman, D. (2002). *Dilemmas of desire: Teenage girls talk about sexuality.*

B.  Packet of individual articles and chapters to be handed out.


## III.  Course Requirements


A. *Regular Attendance and active participation*: 20 pts.

You are expected to do all the assigned readings and to come to class prepared to discuss the topic covered.  Class lectures and guest speakers will address aspects of the material in the assigned readings but will not duplicate the material in the readings.  The course is designed with focus on class discussion rather than a predominant lecture format.  Each person is an expert at his or her own sexuality, which means we can all learn from each other.  If you are not in class, it is your responsibility to obtain the discussion information from a classmate. Contribution to class discussion and your presence during class are considered part of your class participation.  Each student will be responsible for co-leading one class discussion.  Three unexcused absences will result in an automatic letter drop in grade.


B. *Journals*. 10 pts.

The journal is a personal exploration; each student may develop his/her own style in writing the journal.  It is not a diary in the sense of a running commentary or stream of conscious exercise.  Instead, you need to stay focused on the issues at hand as presented in class and in the readings.  Personal experiences are also relevant topics for reflection in the journal.  Journal entries should range between two and four pages.  Journals will be turned in every Thursday.  Missed journal entries can not be made up.  See hand-out for further information.


C. *Reflection memo assignment* 10 pts.

In order to stimulate and focus class discussion as well as highlight class readings, reflection memos must be posted to the Blackboard discussion board before 10am of the Tuesday class.  Memo topics will be posted Thursday evening.  Students will need to choose to respond to at least one of the two topics posted for that class period.  Occasionally, a mandatory posting will be listed.  The memos should be single-spaced and no more than one page in length and no less than two meaningful paragraphs.  The memos are to give you a space to convey your reactions to the readings or discussion (or both), to help focus thinking and further enhance discussion and to enable us to extend discussion beyond our class time.


D. *Role-taking Assignment* 10 pts.

Each student will participate in a role-taking assignment throughout the semester.  The student will be responsible for picking where he/she will participate in this activity and the professor will approve all sites and ideas.  The role-taking experience should include a leadership role for the student within the realm of female sexuality in college women.  Examples include: working at a rape crisis hotline, starting a discussion group of sexual issues in a freshman dorm, and conducting research on this campus.  The assignment should begin within a few weeks of the semester and will extend throughout the semester.  It is not a one-time assignment.  Students will give verbal and written updates throughout

the semester and will conduct a brief, informal presentation of the assignment in class. Students will also write a 4-6 page reflection about the experience.

E. *Papers.*
You will have two writing projects.
1. The first will be a narrative of about 5-6 pages addressing the messages you have received from parents, peers, media, religion, and so on, regarding female sexuality. This paper should stimulate your thinking throughout the semester, making this class more personally meaningful to you. A detailed description of the paper will be given closer to the due date. If, after reading the description, you have any concerns about the degree of personal revelation required, please discuss the requirements with me and we will discuss alternative options. Class will discuss paper findings. 15 pts.

2. The second paper will focus on a specific topic related to female sexuality. It will be approximately 6-10 pages in length and will be research-focused. The paper will need to adhere to APA guidelines. You will research and describe the special characteristics and needs of a particular population such as African-American women's sexuality, rape survivors, virgins, bondage, etc... as it relates to our class. Each student will conduct a brief, informal presentation of his/her paper in class. A detailed description of the paper will be given closer to the due date. 20 pts.

F. *Final Project.* 15 pts.
There will be no final exam but each student will complete a creative project that represents his/her development of his/her view of female sexuality. The assignment will either be an 8-10 page reflection paper or a creative design approved by professor. Examples of creative design include: collage, poems, drawings, photo spread, video, music. A detailed description of the paper will be given closer to the due date.

## IV. Grading Scale

| A | 94-100 | B | 84-86 | C | 74-79 | D 64-66 |
|---|--------|----|--------|----|--------|---------|
| A- | 90-93 | B- | 80-83 | C- | 70-73 | D- 60-63 |
| B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F 59 and below |

## V. Honor Code

The honor code applies to this course. All assignments submitted shall be considered graded work, unless otherwise noted. All aspects of your coursework are covered by the honor system. Any suspected violations of the honor code will be promptly reported to the honor system.

## VI. Counseling Services

If you are experience personal concerns about issues such as relationship problems, sexual abuse, rape, incest, or sexual dysfunction, you are not alone. Agency information is available to help or make the appropriate referral.

## VII. Confidentiality and Respect.

Discussions of sexuality can be very personal and emotional. Class members are strongly urged to keep any disclosed information or opinion confidential. Discussion about topics, personal stories, or opinions should remain within group members only within the context of class, Blackboard, and journals.

## Of Note:

** Any student who understands that she may need an accommodation because of a disability, please see me individually.

# CLASS SCHEDULE
### WMST 390 Fall 2004

DATE   TOPICS/ READINGS/ SPECIAL EVENT
(Readings are to be prepared for the date the reading is listed under.)

8/26   Introductions
       Syllabus
       Why are you interested in this class?
       Class Interest List

8/31   Class Schedule
       What is Sexuality?
       Heterosexism
       Explain Role-Taking Assignment

9/2    **Research Testing**
       Free to leave upon completion of packet.
       Readings:
              Social Constructions of Sexuality: Unpacking Hidden Meanings 2000
              A Feminist Sexual Politic 2000
              Dangerousness, Impotence, Silence, and Invisibility: Heterosexism in the
              Construction of Women's Sexuality 2000

9/7    Group Process and Self as Female
       Readings:
              Soaking Feminism 1997
              Reviving Ophelia 1994
              Beautiful Souls and Different Voices 1992
              Dilemmas book: Chapters 1 & 2
       Explain First Paper

9/9    Self as Female
       Readings:
              Changing Sexual Scripts: A Close-Up 2000
              Anything is Possible 2000
              I Love Being a Gender 1997
              Dilemmas book: Chapter 3

              Recommended:
              First Flicker: Recognizing the Power of T &A 2004
              Introduction: The Sexual Evolution toward Female Control 2000

9/14   Self as Female
       Topic: **Scientific Influences and Definitions**

Readings:

> Sex is Not a Natural Act 1994
> Is it "Sex": College Students' Interpretations of Sexual Behavior Terminology 2000
> Adolescent Sexuality 2003
> Adult Sexuality 2003
> Sexuality as the Mainstay of Identity: Psychoanalytic Perspectives 1980
> A Normative Perspective of Adolescent Girls' Developing Sexuality 2000

> Recommended:
> Women and Sex: On this Topic, Science Blushes 1998
> Commentary on the Status of Sex Research: Feminism, Sexuality and Sexology 1991
> A New View of Women's Sexual Problems: Why New? Why Now? 2001

9/16    <u>Self as Sexual Being</u>
Topic: **Multicultural Influences** (social expectation, stereotypes)
Readings:

> Sexual Roles of Girls and Women: An Ethnocultural Lifespan Perspective 2000
> Sexuality among African American Women 1994

ASSIGNMENT: **FIRST PAPER DUE**; prepare for short class discussion

9/21    <u>Self as Sexual Being</u>
Topic: **Sexual Orientation/ Sexual Labeling**
Class Leaders:_____

_____

Readings:

> Lesbians and Bisexuals Out and Proud: "The Groping Generation" 2000
> One Teenager in Ten 1983
> The Silence is Broken: A History of the First Lesbian, Gay, and Bisexual College Student Groups 2003

9/23    <u>Self as Sexual Being</u>
Topic: **Virginity**
Class Leaders: _____

_____

Readings:

> Virginity Re-imagined: No Sex and the Single Girl 2000
>   Born-Again Virgin 1997
> Introduction: Kevin Parks

BRIEF Update on Role-Taking Assignment via email/personal
communication

9/28 Self as Sexual Being
Topic: **Stigmas/Stereotypes/Double Standards**
Class Leaders: _____

_____

Readings:
She's so Loose: The Sexual Girl 2000
Bedtime Stories: Three Fables of Female Sexuality 1992
Not One of Us: The Outsider 2000
Sexual Labels Haunt Girls Early in Life 2003
Dilemmas book: Chapter 4

Recommended:
From Sexism to Sexual Freedom 2000

9/30 Self as Sexual Being
Topic: **Monogamy vs. Single/ "Romantic; Love" feelings vs. "No Romantic;**
Love" feelings
Class Leaders: _____

_____

Readings: TBA

ASSIGNMENT: Do Something New Project; prepare for short class
discussion

10/5 Messages from Society
Topic: **Family of Origin** (Child and Adolescent sexuality as well)
Class Leaders: _____

_____

Readings:
Childhood Messages: Gaining Perspective to have Sexual Knowledge
1997

10/7 Messages from Society
Topic: **Religion/Spirituality** (maybe Politics as well)
Class Leaders: _____

_____

Readings: TBA
Explain Second Paper

10/12  Messages from Society
Topic: **Differences between men and women** (roles, expectations, desires/want, repression, norms)
Readings:
    Gender Differences in Sexuality: Results from Meta-Analysis 2000

10/14  Sex Ed Forum 101 **(Time TBA: No class during regularly scheduled time)**
**Topic: To be decided by class closer to date**
    (ex: science of orgasms, female genitalia, sex education programs, STIs)

10/19  Messages from Society
Topic: **Masturbation and Orgasm**
Readings:
    Orgasm, Orgasm, Orgasm 1996
    Masturbation as Meditation 1996
    Masturbation-From Stigma to Sexual Health
    Guilt and Lack of Orgasm during Sexual Intercourse: Myth Vs. Reality among College Women 1994

    Recommended:
    Packet from Sex Ed Forum 101

10/21  Messages from Society
Topic: **Pop Culture**
Class Leaders: _____

_____

Readings:
TBA

BRIEF Update on Role-Taking Assignment via email/personal communication

10/26  Messages from Society
Topic: **Humor**
Class Leaders: _____

_____

Readings:
    Only Joking: Humor and Sexuality

10/28  Sexual Decision Making and Meaning Making of Decisions
Topic: **The process of decision making and the meaning making of decisions**
Readings:
    Dilemmas book: Chapters 5 & 6
    TBA

11/2    Current Dilemmas for College Women
        Topic: **Hook-Up Culture**
        Class Leaders: _____

        _____

        Readings:
                The 'Hookup' Defines the Wild New World of Sex on Campus
                Friends, Friends with Benefits and the Benefits of the Local Mall 2004
                Communicating with New Sex Partners: College Women and Questions
                that Make a Difference 2000

11/4    Current Dilemmas for College Women
        Topic: **Rape**
        Readings:
                Woman decides not to Fight the Law 2004
                Understanding the Unacknowledged Rape Victim 2000
                Re-Examining the Issue of Nonconsent in Acquaintance Rape 2000

11/9    Current Dilemmas for College Women
        Topic: **Body Image** (self and from society, eating disorders)
        Readings:
                Beauty, Sexuality, and Identity: The Social Control of Women 2000

11/11   Current Dilemmas for College Women
        Topic: **Mood Altering Substances**
        Class Leaders: _____

        _____

        Readings:

11/16   Current Dilemmas for College Women
        ** **Present Role- Taking Assignment to Class**

11/18   Taboo Subjects
        Topic: **Pornography/Strip Clubs/Fantasies/TBA**
        Readings:
                Women on Top 1991
                Pornography Use Results in Abnormal Behavior 2000
                Pornography Use Does Not Result in Abnormal Behavior 2000
                My First Dirty Picture 1997
                A Feminist Defense of Pornography 2003
                From a Sexually Incorrect Feminist 1995
                Strip Clubs and their Regulars 2003

Recommended:
First Flash: Candy from a Stranger-Porn, Dirty Books and
Obscene Phone Calls 1997
Aroused 1997


11/23    Define Own Female Sexuality
         **FIELD TRIP TBA (discuss time limitations/conflicts)**
         Readings:
                 A Cultural Context for Sexual Assertiveness in Women 2000
                 Dilemmas book: Chapter 7-complete


**11/25 THANKS GIVING BREAK: no class**


11/30    Define Own Female Sexuality
         Topic: **Sexual Assertiveness/Self-Concept**
         ** **Discuss *Dilemmas of Desire*.**

## ASSIGNMENT: **SECOND PAPER DUE**

12/2     **Research Testing**
         Free to leave upon completion of packet.

**FINAL** Date and Time: 12/9
** Present Second Paper
** Present Final Projects
** Process the conclusion of class.
         Readings:
                 The Mystery Lover: The Sex Life of the Soul 1998
                 Reclaiming Your Sexual Self 2000

Comparison Group

The comparison group was drawn from three academic classes within three different departments. Human Sexuality was taught from the Psychology Department; Women and Pop Culture within the Women's Studies department, and Social and Philosophical Foundations of Education was offered from the School of Education. The classroom format was lecture-based with limited emphasis on class discussion, no role-taking assignments, written papers, and formal examinations. The classes did not utilize weekly journal reflections.

The course syllabi are as follows:

## ED 310: Social and Philosophical Foundations of Education

**Professor James M. Patton**
**The College of William and Mary, Fall 2004**

| | |
|---|---|
| Office: 230 Jones Hall | Office Hours: Monday 930-1130, |
| Phone: 221-2318 | Tuesday 10-Noon, Thursday 11-1 |
| Email: jmpatt@wm.edu | and by appointment |

In *Social and Philosophical Foundations of Education* you will be introduced to the social-philosophical-cultural-historical contexts of education and schooling in the United States. The primary purpose of this course is to help you understand the complexities and practicalities of teaching and thus enable you to reflect informed actions and decisions.

You will also join the national conversation about reforming education, especially that of teaching and learning. While there is a wide array of possible entry points to the conversation, I have selected two essential topics for our discussions: 1) the vocation of teaching and the elements necessary for becoming a good teacher, and 2) understanding recent reform policies advocated by specific interest groups and gaining insight into how those policies impact schools and those in them.

In this class I hope we can link ideas surrounding educational reform with the inner landscape of a teacher's life, for one, and with other appropriate concepts. In doing so, we will be charting a new path, one that combines our collective

insights on good teaching with theoretical and research-based perspectives surrounding "best practices."

Through readings, course assignments and classroom experiences in the schools, you will be introduced to the School's reflective decision making model. This course also satisfies the College's concentration writing requirements. So, get ready to join me and your peers in the forming of a learning community that should enable you to learn about the social, political, historical, philosophical, and cultural foundations of education in the United States.

**Required Texts**

Spring, Joel, *American Education* (Boston, 2004)

There will be other required readings.

**Approach**
The course is based on a belief that learning is both a shared and an individual process. Much of what we know, we learned from observing and talking with other people. Understanding contemporary educational policy and the role of teachers in schools without engaging other people is, I suggest, impossible. Enjoy!!

**Requirements and Grading**

You will be expected to read the text and complete all of the readings and participate fully in class discussions. The success of this class will depend, in large measure, on our ability to create a collaborative learning community. Each of us is responsible for the class, and each of us must facilitate the learning of others.

You will have two short papers to write, each 3-4 pages long. The first paper will ask you to provide a personal statement expressing your views about what is at the heart of your life as a teacher. The second paper is to be a brief literature review of an educational reform initiative. You may collaborate with your classmates in preparing these papers, in fact I urge you to do so. However, you must turn in a separate, independent paper. I will provide further information on each assignment.

You will be asked to write occasional critique papers on issues of interest to the course. The due dates for the critiques will be arranged.

Your final project is to be a collaborative project. You will be required to present information to the class and to develop an exhibit that can be used by others.

The course grade that you receive will be based on the following:

| | |
|---|---|
| Class Participation | 20 percent |
| Critiques | 25 Percent |
| Two short papers | 25 percent |
| Final Project | 30 percent |

**Class Participation** - All students are expected to attend each class session. Participation grades will reflect nonattendance. Student participation in class discussion will be evaluated by four criteria: 1) contributions to other students' learning, 2) clarity and originality of the student's contributions, 3) willingness to assume responsibility for making class discussions work, and 4) participation in all discussions. Participation grades will not be based on the number of class comments or the length of in-class discussion. Participation is graded "Satisfactory/Unsatisfactory." Generally, participation grades will not result in a lowering of the grade based on the written assignments, however, the class participation grade can raise a student's grade from that determined solely by the written assignments.

**Critiques and notes** – You will be asked to write occasional critique papers on issues of interest to the course. These will be judged on your insights and on your writing clarity. The due dates for the critiques will be arranged.

**Short Papers** - Students are expected to submit two typewritten papers. Each paper must be three to four pages in length (750-1000 words). Papers will be graded based on clarity of writing, the degree to which they demonstrate understanding of the issue and its context, and the way that they incorporate insights from others. Papers are due on **September 20** and **October 18**.

**Final Project** —Your final report is an Inspiration document that reflects the connections that you have made in the class. The document will connect papers, web links, educational policies, and your understanding of teacher leadership. The due dates for the project are **December 6, 8, and 13**.

A canon of professional life is meeting obligations on time, and hence, extensions for written work and term grades of incomplete are not available except in extreme circumstances.

**The role of the practicum** – Each of you will be going to a public school for observation and analysis. While the course is considered a separate entity, and receives its own grade, in this course we will rely heavily on your analytic insights gleaned from the practicum. You should try to incorporate knowledge from the field as much as possible into your in-class observations and your writing.

**Developing a portfolio** – All education students are asked to develop a portfolio as they go through the program. The portfolio serves as an instrument of what you have learned and can be used in the job search process as you near the end of the program. Please keep copies of all assignments in a digital format for possible inclusion in the portfolio. We will talk further about both the expectations for the portfolio and the way to "publish" the artifacts as the course progresses.

**Tentative Schedule of Readings and Discussions**

**August 25–** Introduction to the course

**August 30–** Orientation to the practicum—Dr. Chris Gareis

## Connecting the World of Policy-Making with the Heart of A Teacher—School and Society

**September 1 – 6--**The purposes of public schooling and education—What are the purposes, goals and benefits and what should they be?
Read chapter 1 of your text.

**September 8–** *No Child Left Behind* — Go to the U. S. Department of Education's web site www.ed.gov, which is devoted to the legislation. Click on box in upper right hand corner NCLB and review materials.

Day-Vines, N. and Patton, J. M. (2001) *The Perils, Pitfalls, and Promises of the No Child Left Behind Act of 2001: Implications for the Education of African American and Other Minority Learner*. The College of William and Mary, Williamsburg, VA, pp.1-5.

**September 13–**
Education and Equality Opportunity—Can We be Equal and Excellent Too?
Read chapter 2 of your text.

Browse: National Commission on Excellence in Education, *A Nation at Risk* (Washington, D. C.: U. S. Government Printing Office, 1983) http://www.goalline.org/Goal%20Line/NatAtRisk.html

**September 15 –**
Equality of Educational Opportunity—Part 1
Read chapter 3 of your text.

**September 20 – PAPER DUE-** Equality of Opportunity—Part 2
Chapter 3 of your text

**September 22 –** Equality of Opportunity—Part 3
Chapter 3 of your text

Sarah Lawrence-Lightfoot, *The Essential Conversation*, pages 3-42

**September 27–**Cultural and Class Diversity.
Read chapter 4 of your text.

**September 29—**Multicultural Education and Cultural Competence
Read chapter 5 of your text.

Delpit, L, *Education in a Multicultural Society: Our Futures Greatest Asset*

**Power and Control in American Education and the Profession of Teaching**

**October 4-6--**Local Control and "Choice Issues"—Should the "free market" prevail?—Pros, cons and consequences!!
Read chapter 6 of your text.

**October 11 – Fall Break, No Class**

**October 13-18-**
State and National Control—Accountability, Standards, Testing that Involves High Stakes and the Like
Read chapter 7 in your text.

Accountability---Hanushek, E. and Raymond, M. .

Examine the Standards of Learning located on the <u>Virginia Department of Education website</u> (http://www.pen.k12.va.us/) . Take a look at the standards and assessments for a grade and subject you will be teaching.

Deborah Meier, ed., *Will Standards Save Public Education?* (Boston, 2000), pp. 3-31, 57-63; and Murnane, R. *The Case for Standards*

Diane Ravitch, "Testing Historically Considered," in *School Accountability: an Appraisal*, The Koret Task Force on K–12 Education, eds. Williamson M. Evers and Herbert J. Walberg. (Stanford, 2002). Scroll down to find the link for the chapter.

Townsend, Brenda, (2002) "Testing While Black: Standards-Based School Reform and African American Learners", *Remedial and Special Education*, pp. 222-230, 4(23)

Richard M. Ingersoll, *Who Controls Teachers' Work? Power and Accountability in America's Schools* (Cambridge, 2003), pp. 1-20, 66-82, 96-119

## OCTOBER 18-PAPER DUE

**October 20**-- The Profession of Teaching: Part One
Read chapter 8 in your text.

Lawrence-Lightfoot, The Essential Conversation, Chapter 2, pp. 42-75.

**October 25**-The Profession of Teaching: Part Two
Chapter 8 in your text

**October 27** – The Ins and Outs of Teaching

Palmer, *The Courage to Teach*... pages 61-88

Comer, J., *Transforming the Lives of Children*

**November 1**—The Ethics of Caring

Nel Noddings, *The Challenge to Care in Schools: An Alternative Approach to Education* (New York, 1992), pp. 247-257

**November 3**— Textbooks, Curriculum and Learning
Read chapter 9 of your text.

**November 8**– Seminar on Recognizing and Reporting Child Abuse and Neglect

Browse the following website prior to coming to class:

http://oncampus.richmond.edu/connect/issues/abuse/abuse.html

**November 10** – Sharing Your Practicum Experiences

**November 15**--The Courts and Schools—Part One
Read chapter 10 of your text.

**November 17-22**--The Courts, Schools and Funding—Part Two
Chapter 10 of your text

**November 24-No Class, Thanksgiving Break**

**November 29**–
Religion and Public Schools

"Dialogue on Science, Ethics, and Religion," American Association for the Advancement of Science, Current Issues.
http://www.aaas.org/spp/dser/evolution/issues.shtml

**December 1** – Teacher Decision Making and Professional Development

Roland S. Barth, *Teacher Leader*

**Final Projects Due December 6, 8, and 13**

**December 6** – Teacher Leadership – How can a novice teacher be a leader?

Roland S. Barth, *Learning by Heart* (San Francisco, 2001), pp. 75-104

**December 8** – Using the conceptual framework as an organizing tool

Take a look at the School of Education's Conceptual Framework
http://web.wm.edu/education/ncate/Report/framework.php

**December 13 – FINAL PROJECT DUE**

Syllabus

Psychology 373 01                                    Fall 2004
Human Sexuality                                      Telephone:
221-3892
Instructor: F. P. Frieden                             Office
hours: Wed & Fri 9-10
Office: Millington 122
Classroom: Millington 211
Email: fpfrie@wm.edu.

**Course Objective:** This class is intended to provide students with an overview of topics
in human sexual behavior ranging from biological, developmental, health, reproduction,
sexual response, sexual variations, commercialization, victimization, legal/ethical cross
cultural and diversity issues. We will emphasize the psychology of sexuality and attempt
to understand the breadth and etiology of human sexual behaviors.

**Warning/disclaimer:** This class will deal with the above in an explicit and direct
manner. Depending on personal values this may at times be offensive. The students may
also unintentionally offend each other in discussions. You will not be required to discuss
anything you do not wish to but you should know up front that the material can be
offensive. We will all try to be sensitive, accepting, and supportive given the sensitivity
of some of these topics.

**Text:**   Understanding Human Sexuality, Hyde & Delamater, 8th Ed, 2002.

Style/Format: Discussion by topics (reading prior to class), video (numerous-**no
make-ups on videos**), and lecture. Our reading pace will be approximately one chapter
of the Hyde text every two classes and articles from the "Courseinfo" "documents" as
assigned.

**Evaluation:**   Plan A          Midterm & Final (objective & essay questions on text,
video,discussion &

                                Lecture) weighted equally.

          Plan B    As above but with optional readings/web portfolio from
          "Courseinfo documents"
                    weighted as one test (1/3). Graded 95,85,75,65, 55 or 0. Details to
          follow.  Note that papers may be
                    submitted to an electronic plagiarism service.

We use a plus/minus grading system calculated as follows.  Be aware of how
I handle marginal grades, see attendance participation below.  Every three

| Final* | 50%/33% |
|---|---|
| Plan B Midterm portfolio | 33% 50%/33% |

| A  | 93% → 100% | B+ | 87% → 89% | C+ | 77% → 79% | D+ | 67% → 69% |
| A- | 90% → 92% | B  | 83% → 86% | C  | 73% → 76% | D  | 63% → 66% |
|    |           | B- | 80% → 82% | C- | 70% → 72% | D- | 60% → 62% |

GRADES

Dates:  October 15                              Midterm Chaps 1-12 & all video/class
discussion material

        November 29                             Optional readings/web portfolio due

        Final exam                              December 10 th.  8:30-11:30
Comprehensive-emphasis on remainder of text and class material.


Attendance/Participation:  Attendance is expected and required.  Test material,
particularly the essay portions are derived from our discussions, videos and lecture
material.  Attendance/ participation/enthusiasm can have a positive effect on grades (1%)
which actually helps in marginal situations.  I require at least 48 hours notice on excused
absences (such as athletic events).   Excessive unexcused absences (4) may result in
referral to Dean of Students or removal from the course.  Hopefully you will enjoy the
class and want to be here.

# Women's Studies 490-04: Women and Popular Culture
## Fall 2005
### MW 3:00 - 4:20, Morton 342
### T 6:00 -- 8:00, Morton 314

Instructor: Dr. Jennifer Putzi

Office: Morton 318/Tucker 124

Office Phone: 221-1456/3922

Office Hours: T 3:00-5:00/F 12:00 — 12:50

Email: jlputz@wm.edu

Course Description and Objectives:

This course will examine historical and contemporary representations of women in—and their engagement with —American popular culture, paying particular attention to the intersections between gender, race, class, and sexuality. We will attempt to understand the complex cultural processes at work in the popular construction(s) of gender using theoretical frameworks informed by the politics of feminism and cultural studies. The purpose of this course, then, is not the glorify or to denigrate popular culture or its treatment of women; rather, it is to acquire the analytical tools that will allow us to read, critique, and consume popular culture in a constructive, thoughtful fashion.

Required Texts:

Joanne Hollows, Feminism, Femininity, and Popular Culture (Manchester University Press, 2000).

Jennifer Scanlon, inarticulate Longings: The Ladies home Journal, Gender and the Promises of Consumer Culture (Routledge, 1995).

* Faith Baldwin, Skyscraper (The Feminist Press, 2003).

Ann Bannon, Odd Girl Out (Cleis Press, 2001).

Susan J. Douglas, Where the Girls Are: Growing Up Female with the Mass Media (Three Rivers Press, 1995).

Su Holmes and Deborah Jermyn, eds., Understanding Reality Television (Routledge, 2004).

* Course Packet (CP) to he checked out from SWEM Reserves or picked up from the SW/FM Library Copy Center (available on Friday, August 27) I strongly advise you to copy the entire packet at the beginning of the semester and to have these copies with you on the day the readings are assigned.

Note on Reading:

I'm asking you to do a lot of demanding reading for this course. To facilitate class discussion as well as your understanding of the texts, I highly recommend that you read (and view) carefully and actively. This means keeping a pen in your hand while you prepare for class, keeping written notes in your text or on a separate sheet of paper, noting your own observations, reactions, or questions regarding the text. You should prepare for class in this way whether you are reading, listening to music, or watching television shows or films.

Note on Screenings:

In addition to our MW class meetings, we will meet on Tuesday evenings at 6:00 to screen documentaries and films that supplement our class readings and discussions. Screenings are intended to provide cultural context for the readings, but will also function as topics of discussion themselves. Depending on the length and/or subject matter of the screening, we may begin discussion that evening.

Course Requirements:

Attendance and Participation (20%): You should make every effort to attend class meetings as well as screenings. More than three unexcused absences will adversely affect your grade. Active participation in this class is also expected. This means preparing sufficiently for class, offering subs contributions to class discussion, listening attentively to others, and performing in-class tasks with enthusiasm. Keep in mind: showing up for class is not the same thing as actively participating!

*Ladies' Home Journal* (20%): Each of you will choose one issue of *Ladies' Home Journal* to read and use as the focus of an informal piece of writing, or a journal. (Keep in mind, SWE.M Library has hound copies of many of these issues; others are available on microfilm. We will meet m SWEM on Wednesday, September 1 to talk about your options.) You will use this journal to think through your response to different aspects of Scanlon's argument, to push Scanlon's argument further, and/or to make connections between *LHJ* and contemporary magazines. You must have your issue ) chosen and at least skimmed by Monday, September 6 I'd like you to have it in mind and refer to it as we discuss Scanlon's book. You might also want to read the two chapters of Scanlon's book that are not assigned. You can write the journal as we read and discuss Scanlon's text or after we conclude the unit; I will ask you to do some in-class writing that may become a part of this journal. Your journal can be informal. In other words, I encourage you to use the first-person. You don't need to have a thesis or even a particular argument; I just want to see you thinking critically about the *LHJ* and *Inarticulate Longings*. The journal must, however, be typed and proofread, and must he between 8-10 pages, double-spaced. Finally, you must include copies of any advertisements, articles, stories, etc. that you address in detail in your journal.

Analyses of Popular Culture Texts (15% X 2): Twice in the semester, you will write a critical analysis of a popular culture text of your own choosing. Your text might be a romance novel, a television show (either a single episode or a series), a movie, a music video, a song, or any text that appeals to you. (We'll discuss options in class, hut I encourage you to run your topic by me if you aren't sure whether or riot it is appropriate.) You must use direct quotes from or descriptions of your text in your analysis. Analyses will he graded according to where we are at in the semester at the time you turn it in. For

example, if you write about a song for your first analysis (due before we cover music in the course), I won't expect you to he familiar with the information presented in the class material during the unit on music. I do expect you to use the class discussion and the readings covered up to that point in order to do a thorough analysis of your text. Analyses must be four pages, double-spaced, and must he somewhat formal. In other words, I expect you to formulate a thesis for your analysis and present this thesis in your introduction. Yet I also encourage you to write in the first person and to feel comfortable using your own voice in your writing.

In-Class Song Analysis (10%): In class, you will write an analysis of a song of my choosing. I will play the song for you in class and will also give you a copy of the lyrics.

Your analysis should focus on the relationship between the lyrics arid the music, as well as the relevance of the song to the time period and the cultural context in which it was produced.

Reality Television Paper (20%): Your final assignment will be a paper on reality television. The subject of your paper and your thesis are completely up to you, although each of you must schedule a conference with me in order to discuss your paper. You must use evidence from your primary text(s) (i.e. your reality television show), assigned class readings, and additional secondary materials in Order to support your argument. Your paper should he 6-8 pages, double-spaced, and should he the most formal piece of writing you do for this course.

Course Policies:

All assignments must be completed hi order to receive a passing grade in this class. (Please keep this in mind if you are taking this course pass/fail!) All assign must be submitted on time. Late papers will be graded down one half of a grade for each day they are late.

Email:

Email is a good way to communicate information like the fact that you have to miss class or to set up appointments, but it is not usually the best atmosphere for intellectual discussions or discussions regarding grades. For this reason, I ask you to stop by during office hours or set up an appointment if you have something you would like to discuss. I will not discuss grades over email.

Plagiarism and the Honor Code:

I take violations of the Honor Code very seriously, and you should make sure you are familiar with its conditions. Plagiarism is a violation of this code. According to the College of William and Mary, "Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas, or phrasing of another as if they were his or her own and does not give appropriate credit to the original source." In all your assignments for this course, sources must be fully acknowledged according to the MLA style of documentation. I will distribute a handout outlining MLA style for those of you who are not familiar with it.

### Tentative Course Schedule:

### Approaches to Popular Culture, Gender, and Identity

| W 8/25 | Introduction to "Women and Popular Culture" |
|---|---|
| M 8/30 | Hollows, Feminism, Femininity, and Popular Culture, 2-36 |
| | George Lipsitz, "Popular Culture: This Ain't No Sideshow" (CP) |
| | Rakow, "Feminist Approaches to Popular Culture" (CP) |
| T 8/31 | Screening: Barbie Nation or Tupperware? |
| | Consumer Culture and Women's Magazines |
| W 9/1 | MEET AT SWEM LIBRARY |
| M 9/6 | Scanlon, Inarticulate Longings, 1-48 |
| | Hollows, Feminism, Femininity, and Popular Culture, 2-36 |
| T 9/7 | Screening: Killing Us Softly |
| W 9/8 | Scanlon, Inarticulate Longings, 169-227 |
| | Hollows, Feminism, Femininity, and Popular Culture, 137-60 |
| | Douglas, Where the Girls Are, 245-68 |
| M 9/13 | Scanlon, Inarticulate Longings, 137-68 |
| | Hollows, Feminism, Femininity, and Popular Culture, 68-87 |
| T 9/14 | Screening: Iron Jawed Angels |
| W 9/15 | Scanlon, Inarticulate Longings, 109-136 |
| | Douglas, Where the Girls Are, 269-94 |

### Gender, Sexuality, and Pulp Fiction

| M 9/20 | Baldwin, Skyscraper, 1-52 |
|---|---|
| | Ladies'Home Journal Journal Due |
| 9/21 | Screening: Rosie the Riveter |
| 9/22 | Baldwin, Skyscraper, 52-145 |
| 9/27 | Baldwin, Skyscraper, 145-250 |
| | |
| T 9/28 | Screening: Mildred Pierce |
| W 9/29 | Hollows, Feminism, Femininity, and Popular Culture, 38—67 |
| | Baimon, "Introduction: The Beebo Brinker Chronicles" (in Odd Girl Out), v-xviii |
| | Barale, "Queer Urbanities: A Walk on the Wild Side" (CP) |
| | First Analysis of Popular Culture Due |
| T 10/5 | Screening: Before Stonewall |
| W 10/6 | Bannon, Odd Girl Out, 1-82 |

M 10/11          FALL BREAK

T 10/12          FALL BREAK

W 10/13          Bannon, *Odd Girl Out*, 83-147

M 10/18          Bannon, *Odd Girl Out*, 148-212

### Gendering Popular Music

T 10/ 9          Screening: *Grace of My Heart*

W 10/20          Douglas, *Where the Girls Are*, 21-98

hooks, "*Selling Hot Pussy*" (CP)

M 10/25 Bradhy, "Do-Talk and Don't-Talk: The Division of the Subject in Girl- Group Music" (CP)

Second Analysis of Popular Culture Text Due

Screening: *Joni Mitchell: Woman of Heart and Mind*

Douglas, *Where the Girls Are*, 99-121, 139-61 Kutulas," 'You Probably Think This Song is About You': 1970s

Women's Music From Carole King to the Disco Divas" (CP)

M 11/1          Bayton. "How Women Become Musicians" (CP)

Coates, "(R)evolution Now? Rock and the Potential of Gender" (CP)

In-Class Song Analysis

### "Reality" and Gender in Reality Television

T 11/2          Screening: *Survivor* (Season One)


W 11/3          Holmes and Jermyn, "Introduction," 1-18 in *Understanding Reality*
*Television*

Prose, "Voting Democracy Off the Island" (CP)

M 11/8          Clissold, "*Candid  Camera* and the Origins of Reality TV," 33-53 in *URT*
Murray, "'I Think We Need a New Name for It': The Meeting of Documentary and Reality TV" (CP)

Kompare, "Extraordinarily Ordinary: The Osbornes as 'An American Family" (CP)

T 11/9          Screening: *Colonial House* and *The Simple Life* (Season One)

W 11/10          Holmes," 'All you've got to worry about is the task, having a cup
of tea,

and doing a hit of sunbathing': Approaching Celebrity in *Big Brother*,"
111-35

M 11/15      Maher, "What Do Women Watch? Tuning In to the Compulsory Heterosexuality Channel" (CP)

Stephens, "Socially Soothing Stories? Gender, Race, and Class in TLC' s *A Wedding Story* and *A Baby Story,*" 191-210 in URT

T 11/16      Screening: *What Not To Wear* and *The Swan*

W 11/17      Palmer," 'The New You': Class and Transformation in Lifestyle Television," 173-190 in *URT*

M 11/22      NO CLASS: CONFERENCES

T 11/23      NO SCREENING

W 11/24      THANKSGIVING BREAK /

M 11/29      Tincknell and Raghuram "*Big Brother*: Reconfiguring the 'Active' Audience of Cultural Studies?," 252-69 in *URT*

Corner, "Afterward: Framing the New," 290-99

T 11/30      Screening: *The Bachelor 6*

W 12/1      Final Discussion

T 12/7      Reality Television Paper Due

Conclusion

This chapter presented a detailed review of the intervention employed in this study. Elements of the DPE model infused into the class were specified and examples of the course syllabus and schedule were given. Examples of the comparison group syllabi were additionally included.

CHAPTER FIVE

Results and Data Analysis

This chapter provides a summary of the results of this study. Two research

questions were posed and three hypotheses were proposed regarding the effect of the

independent variable, Deliberate Psychological Education model, on the dependent

variables, ego development, moral development, and sexual assertiveness, of college

women. Participants in the intervention group, students in the "Restructuring Female

Sexuality" class, were compared to a group of women taking either an education, human

sexuality, or women's studies course. Three additional questions were posed examining

the relationship between the measures of ego and moral development and the sexual

assertiveness instrument.

## Participants

### Demographics

The sample consisted originally of 58 college-enrolled women. All participants

were over the age of 18 and were classified as either Sophomores ($N=1$), Juniors ($N=16$),

or Seniors ($N=41$). Ages ranged from 19 to 23, with a mean age of 21.11. The modal

age was 21 ($N=38$). Participants identified their race. For the entire sample, the modal

identified race was Caucasian ($N=31$). In addition, participants identified as African-

American ($N=5$), Hispanic/Latina ($N=2$), Biracial ($N=2$). Participants identified their

sexual orientation. The modal sexual orientation was heterosexual ($N=53$). In addition,

participants identified as lesbian ($N=2$), bisexual ($N=1$), and questioning ($N=1$), and

unidentified ($N=1$).

The intervention group participants were composed of the accessible population of undergraduate women who enrolled in a three hour Women's Study course called WMST 390 06 "Restructuring Female Sexuality" in Fall 2004. The class met every Tuesday and Thursday afternoon for one and one-half hours. The intervention group consisted of twenty women. Ages ranged from 20 to 21 with a mean age of 21.10. The modal age was 21 ($N$=14). Participants were either classified as Junior ($N$=6) or Senior ($N$=14). Participants' race was self-identified as Caucasian ($N$=18), Biracial ($N$=1), and Hispanic/Latina ($N$=1). Participants' sexual orientation was self-identified as heterosexual ($N$=17), lesbian ($N$=1), bisexual ($N$=1), and unidentified ($N$=1).

The comparison group consisted originally of 38 women. Ages ranged from 19 to 23 with a mean age of 21.07. The modal age was 21 ($N$= 24). Participants were classified as Sophomore, Junior, or Senior with the modal ranking of Senior ($N$= 27). The comparison group drew from three classes. Accessible undergraduate women who enrolled in the Fall 2004 three-hour undergraduate psychology course in human sexuality ($N$= 22), an education class ($N$=6), and women's studies class ($N$= 10). Participants' identified their race as Caucasian ($N$=31), African-American ($N$=5), Hispanic/Latina ($N$=1), and multiracial ($N$=1). Participants' identified their sexual orientation as heterosexual ($N$=36), lesbian ($N$=1), and questioning ($N$=1).

### Pre-existing differences

Preliminary independent sample, two-tailed t-tests for each dependent measure (DIT-2, SCT, and SAS) revealed no significant differences between the intervention and comparison groups on the pre-test scores. See Table 5.1.

Table 5.1

*Pre-existing Difference between Intervention and Comparison Groups*

| Measurement | Intervention Group | | | Comparison Group | | | |
|---|---|---|---|---|---|---|---|
| | *M* | *SD* | *N* | *M* | *SD* | *N* | *t* (56) |
| SAS | 69.50 | 9.98 | 20 | 70.08 | 8.58 | 38 | -.231 |
| SCT | 6.50 | .889 | 20 | 6.13 | 1.14 | 38 | 1.254 |
| DIT-2 P | 50.70 | 12.97 | 20 | 45.36 | 13.91 | 38 | 1.423 |
| DIT-2 N2 | 44.74 | 12.83 | 20 | 42.78 | 11.91 | 38 | .580 |

* $p < .05$.

### *Sample Integrity*

All intervention participants remained in the study at the time of post-testing. Fifteen women dropped out of the comparison group at the time of post-testing. Sample integrity remained intact as no significant differences were discovered between the two groups on the dependent measures when independent, two-tailed, sample t-tests were performed. See Table 5.2.

### *Fall Out Demographics*

The comparison group lost 15 participants at the time of post-testing. The remaining 23 participants revealed similar demographics as the comparison group at the time of pre-testing. Ages ranged from 19 to 21 years with a mean of 21 (*N*= 13). Participants were classified as Sophomore (*N*= 1 ), Junior (*N*= 8 ), or Senior (*N*=13 ). Participants were enrolled in either a three-hour undergraduate psychology course in

human sexuality ($N$= 12), an education class ($N$=5), and women's studies class ($N$=6 ).

Participants' race was self-identified as Caucasian ($N$=18 ), African-American ($N$=3),

Hispanic/Latina ($N$=1 ), and multiracial ($N$=1). Participants' identified their sexual

orientation as heterosexual ($N$=19), lesbian ($N$=1), and questioning ($N$=1).

Table 5.2

*Sample Integrity of Comparison*

| Measurement | Remaining Participants | | | Drop Out Participants | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | $M$ | $SD$ | $N$ | $M$ | $SD$ | $N$ | $t$ (36) |
| SAS | 71.35 | 9.27 | 23 | 68.13 | 7.28 | 15 | -1.133 |
| SCT | 6.09 | 1.12 | 23 | 6.20 | 1.21 | 15 | .294 |
| DIT-2 P | 45.46 | 13.64 | 23 | 45.20 | 14.79 | 15 | -.055 |
| DIT-2 N2 | 44.04 | 10.94 | 23 | 40.86 | 13.43 | 15 | -.800 |

\* $p$ <.05.

*Results*

A 2 X 2 repeated measures, analysis of variance (ANOVA) was used to determine

differences between the intervention group ($N$=20) and the comparison group ($N$=23) on

the dependent measures DIT-2 (P and N2 score), SCT, and SAS.

*Hypothesis 1: There will be differences between the pre-test and post-test on the overall*

*scores of ego development, moral development, and sexual assertiveness over time.*

*Hypothesis 2: There will be differences between the comparison group and the*
*intervention group.*

*Hypothesis 3: There will be an interaction between the intervention and time.*

*Sexual Assertiveness Scale*

The intervention group (M=70.60) did not score significantly higher than the comparison group (M=68.74) on the SAS post-test, $F$ (1, 41)= .444, $p$< .05. There was no significant change over time and no significant interactions. See Table 5.3. Hence, research Hypothesis 1 was not supported for the SAS.

There was no significant between group effect on the SAS. See Table 5.3. The intervention group did not differ from the comparison group in their scores. Therefore, Hypothesis 2 was not supported.

There was no interaction between intervention and time. See Table 5.3. Hence, Hypothesis 3 was not supported. Note: After recent communication with the SAS author, item 16 had to be thrown out due to incorrect wording.

Table 5.3

*Means, Standard Deviations, and Within and Between Subjects Effects for SAS*

| | Group | | | | | |
| | Pre-Test | | Post-Test | | Total | ANOVA | |
| Variable | *M* | *SD* | *M* | *SD* | | *F* (1, 41) | N |
| Intervention Group | 69.50 | 9.98 | 70.60 | 9.13 | 70.05 | | 20 |
| Comparison Group | 71.35 | 9.27 | 68.74 | 10.26 | 70.04 | | 23 |
| Time Total | 70.49 | 9.54 | 69.60 | 9.68 | | | |
| | | | | | | | |
| Group | | | | | | .000 | |
| Time | | | | | | .444 | |
| Time by Group | | | | | | 2.684 | |

*$p$ < .05.

*Defining Issues Test-2, P Score*

There was a significant main effect for time on the DIT-2 (P score). See Table 5.4. Therefore, Hypothesis 1 was supported. See Table 5.4. See Figure 1.

There were no significant between group effects for the DIT-2 (P score). Therefore, the Hypothesis 2 was not supported. See Table 5.4.

There was a significant interaction between time and group on the DIT-2 (P score). The means plot indicated that while the pre-test (M=50.70) and post-test means (M=49.50) of the intervention group remained much the same, the comparison group's post-test scores (M=54.08) were higher than their pre-test scores (M=45.45). Therefore, Hypothesis 3 was supported.

Table 5.4

*Means, Standard Deviations, and Within and Between Subjects Effects for DIT-2 (P Score)*

| | Group | | | | | | |
|---|---|---|---|---|---|---|---|
| | Pre-Test | | Post-Test | | Total | ANOVA | |
| Variable | *M* | *SD* | *M* | *SD* | | *F* (1, 41) | N |
| Intervention Group | 50.70 | 12.97 | 49.50 | 15.09 | 50.10 | | 20 |
| Comparison Group | 45.50 | 13.64 | 54.07 | 18.24 | 49.77 | | 23 |
| Time Total | 47.90 | 13.44 | 51.95 | 16.81 | | | |
| Group | | | | | | .007 | |
| Time | | | | | | 2.45 | |
| Time by Group | | | | | | 4.28* | |

*p < .05.

Figure 5.1

**Estimated Marginal Means of ditp**
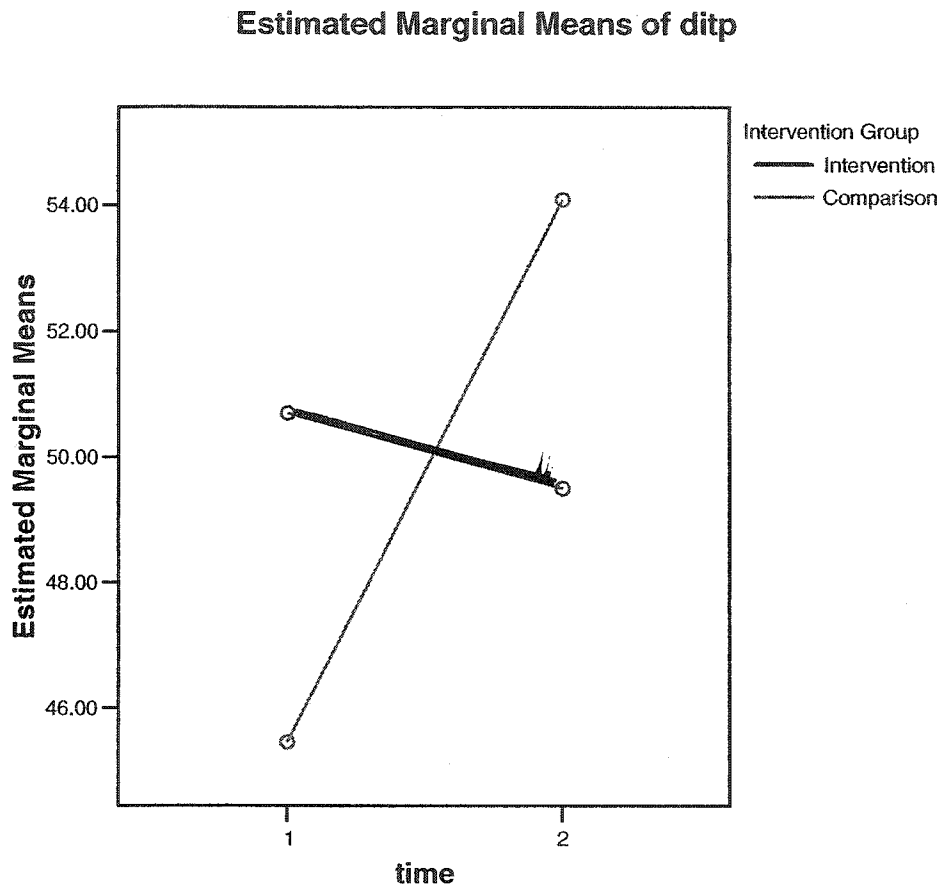


*Defining Issues Test-2, N2 Score*

There was a significant main effect for time on the DIT-2 (N2 score). See Figure

2. The intervention group pre-test mean (M= 44.74) significantly raised in the post-test

score mean (M=46.37). The comparison group pre-test mean (M= 44.03) significantly

raised in the post-test mean (M=52.17). There was not an interaction between

intervention and time. See Table 5.5. See Figure 5.2.

There was no significant between group effect for the DIT-2 (N2 score). The

comparison group and the intervention group did not differ significantly in their scores.

Hence, Hypothesis 2 was not supported.

There was not an interaction between time and intervention. See Table 5.5.

Therefore, Hypothesis 3 was not supported.

Table 5.5

*Means, Standard Deviations, and Within and Between Subjects Effects for DIT-2 (N2*

*Score)*

|  | Group | | | | | |
|---|---|---|---|---|---|---|
|  | Pre-Test | | Post-Test | | Total | ANOVA | |
| Variable | *M* | *SD* | *M* | *SD* | | *F* (1, 41) | N |
| Intervention Group | 44.74 | 12.84 | 46.40 | 15.95 | 45.56 | | 20 |
| Comparison Group | 44.04 | 10.94 | 52.18 | 17.83 | 48.11 | | 23 |
| Time Total | 44.36 | 11.71 | 49.48 | 17.04 | | | |
| Group | | | | | | .403 | |
| Time | | | | | | 6.053* | |
| Time by Group | | | | | | 2.676 | |

*p < .05.*

Figure 5.2

**Estimated Marginal Means of ditn2**
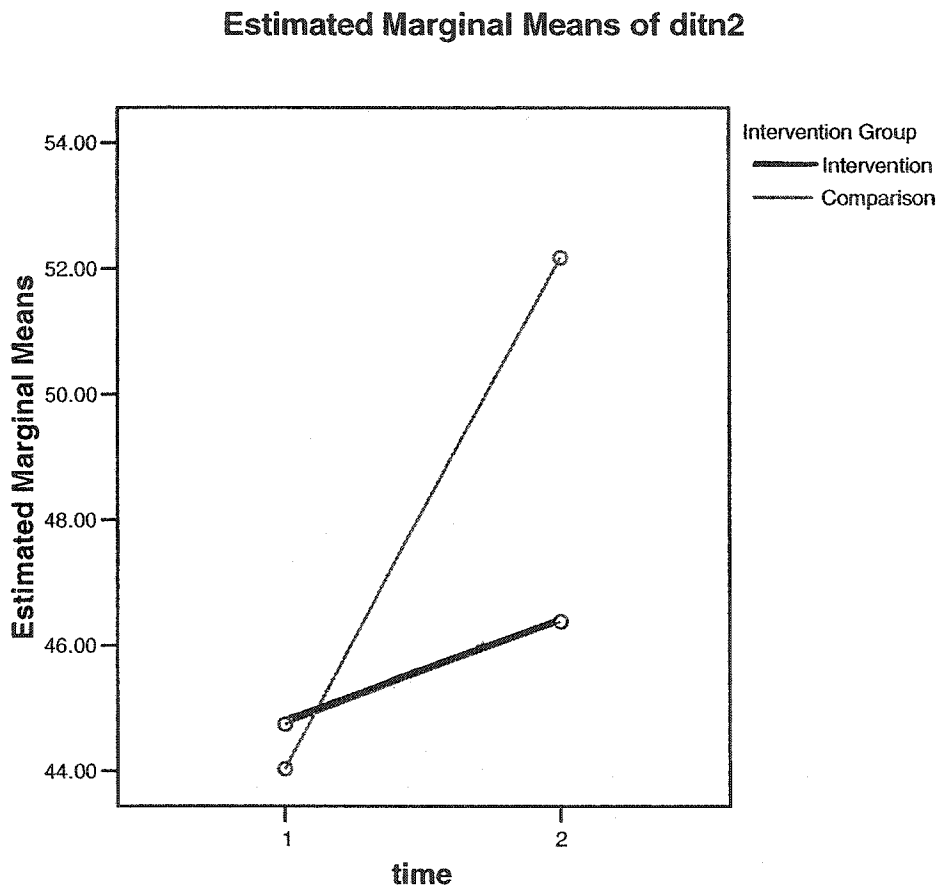


*Sentence Completion Test*

There was a significant main effect for time. Pre-test and post-test scores on the SCT

differed significantly. The intervention group mean post-test (M= 5.9) was significantly

lower than the pre-test mean (M= 6.50). Likewise, the comparison group post-test

(M=5.47) was significantly lower than the pre-test mean (M=6.08). Therefore,

Hypothesis 1 was supported.   See Figure 5.3.

There were no significant between group effect for the SCT. Groups did not differ significantly in their scores on the SCT. Hence, Hypothesis 2 was not supported.

There was no interaction between time and intervention. See Table 5.6. Therefore, Hypothesis 3 was not supported.

Table 5.6

*Means, Standard Deviations, and Within and Between Subjects Effects for SCT*

| | Group | | | | | |
| | Pre-Test | | Post-Test | | Total | ANOVA | |
| Variable | *M* | *SD* | *M* | *SD* | | *F* (1, 41) | N |
|---|---|---|---|---|---|---|---|
| Intervention Group | 6.50 | .88 | 5.90 | .85 | 6.20 | | 20 |
| Comparison Group | 6.08 | 1.12 | 5.48 | 1.16 | 5.78 | | 23 |
| Time Total | 6.28 | 1.03 | 5.67 | 1.04 | | | |
| | | | | | | | |
| Group | | | | | | 2.273 | |
| Time | | | | | | 16.740*** | |
| Time by Group | | | | | | .001 | |

*** *p* <.001, *p* < .05.

Figure 5.3

**Estimated Marginal Means of sct**
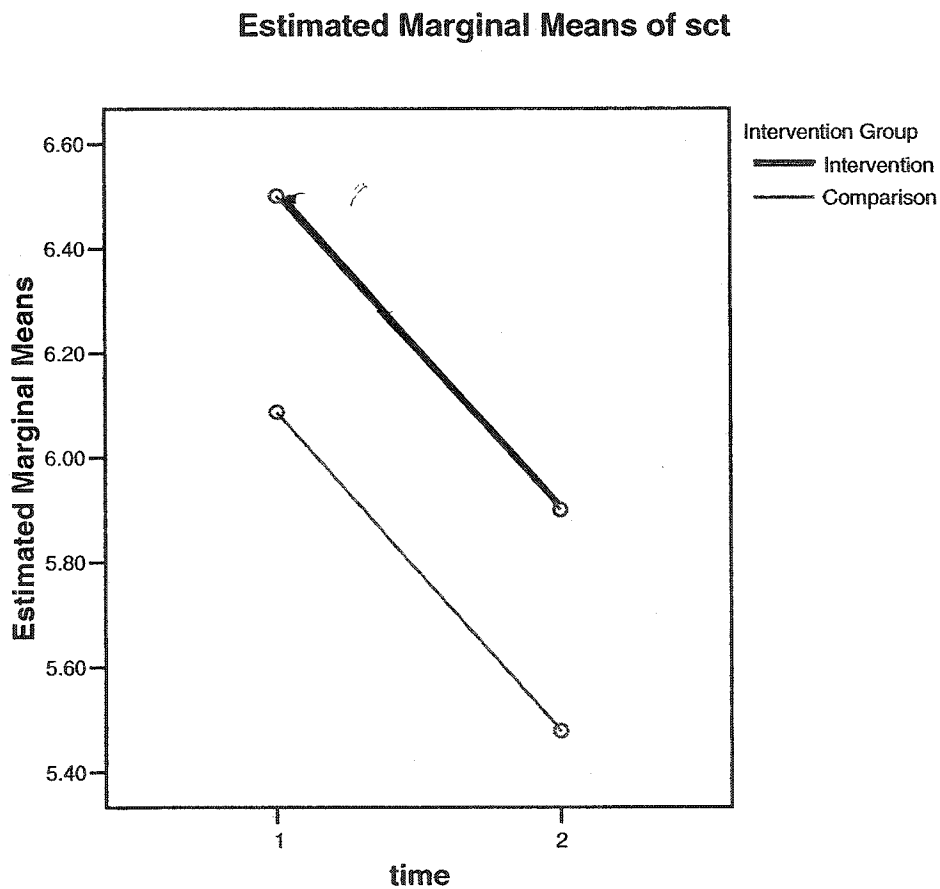


*Additional Research Questions*

*What is the relationship between ego development level and sexual assertiveness?*

There was no significant relationship between sexual assertiveness and ego development

level in the pre-test scores $r$ (58)= .104. See Table 5.7. There was a significantly

moderate relationship between sexual assertiveness and ego development level in the post-test $r$ (58)= .304*. See Table 5.7.

*What is the relationship between moral development level and sexual assertiveness?*

There was no significant relationship between sexual assertiveness and moral development level in the pre-test scores $r$ (58)=.137 P score; $r$ (58 )=.156 N2 score. See Table 5.7. There was no significant relationship between sexual assertiveness and moral development in the post-test $r$ (58)= .125, P score; $r$ (58)= .184, N2 score. See Table 5.7.

*What is the relationship between moral development and ego development?*

There was a significantly moderate relationship between ego development (SCT) and moral development (DIT-2, P Score; DIT-2, N2 score) $r$ (58)= .282*; $r$(58)=.304*. There was a significant strong relationship between ego development (SCT) and moral development (DIT-2, P score; DIT-2 N2 score) $r$ (58)=.325*; $r$ (58)=.324*.

See Table 5.7.

Table 5.7

*Means, Standard Deviations, and Correlations between the SAS, SCT, DIT-2 (P Score) and DIT-2 (N2 Score)*

| | Measure | | | |
|---|---|---|---|---|
| Variable | SAS | SCT | DIT-2 P | DIT-2 N2 |
| **Pre-Test** | | | | |
| SAS | | 1.04 | .137 | .156 |
| SCT | .104 | | .282* | .304* |
| DIT-2 P | .137 | .282* | | |
| DIT-2 N2 | 1.56 | .304* | | |
| **Post-Test** | | | | |
| SAS | | .304* | .125 | .184 |
| SCT | .304* | | .325* | .324* |
| DIT-2 P | .125 | .325* | | |
| DIT-2 N2 | .184 | .324* | | |

*$p < .05$.

## Supplemental Qualitative Data

Supplemental, qualitative data were collected through a sixty minute interview, weekly journals, and weekly blackboard postings. A phenomological approach was employed when analyzing data. Phenomological analysis "seeks to grasp and elucidate the meaning, structure, and essence of the lived experience of a phenomenon for a person

or a group of people."(Patton, 2002, p. 482) It identifies and describes the subjective experiences of participants and highlights experiences from the points of view of the participants. Thus, collection and analysis of the data focused on gathering the individual perspectives of each of the participants as well as the collective perspective of the intervention group as a whole. A limited analysis of chunking and labeling was conducted.

Two overarching themes emerged from the data: the impact of the class on the women personally and the relevancy of the academic portions of the class in their intellectual and psychosocial development. Sub themes also emerged. Through the impact of the class, participants noted a difference in their raised self-confidence, ability to find a voice, and see differences in outside relationships. Participants highlighted the relevancy of the academic components of the class on their development through the hearing the voices of other women, seeing a new way of learning, experiencing writing weekly journals, and a desire to see the class taught again.

*Impact of the class on the women personally.*

*I am woman: raised self-confidence*

Participants noticed a strengthening of their concept of self and, specifically, their self-esteem and self-confidence. Participants expressed pride in overcoming previous fear and shame related to areas of sexuality. The participants also witnessed a correlation between higher levels of comfort with sexuality, sexual agency, and self-confidence.

"Angela", Junior, 21: I've always had a fairly high opinion of myself, I think, but I wasn't always able to express things that I thought other people might not feel comfortable hearing. I wondered would they think that I have no morals

that I am even thinking what I was thinking. I didn't have the confidence that I could deal with their judgments. Part of my self-concept was that I was the good girl, that I was moral and pure and free from the bad things of other girls - if only that meant that I didn't talk about it. I suppose the difference now is that I understand that it isn't my problem that they are sexually repressed in what ever way. I've found (although it is still difficult much of the time) that many people do want to talk about it or are willing at least. It isn't what bad girls talk about. I'm not a bad girl for wanting to talk about it.

"Laurie", Senior, 21: The greatest thing this class gave me is confidence. From adolescence onward, my sexuality has been a huge source of guilt. Between my family and my spirituality, being sexual was not okay. I was raised Catholic. My sexual experience meant I was no longer a good little girl. This class gave me the opportunity to analyze all of the societal aspects that have influence my sexuality. As corny as it sounds, this class has really changed me. It is amazing how simple it is to appreciate my being female, I just needed a venue in which to do that.

"Kylie", Senior, 21: The class impacted me very positively. Especially in my peer interactions. It's hard to really describe, but while I was taking this class I felt that I had inherent worth that was separate from my potential intellectual contribution to the world. This year I've felt very intellectually scrutinized (going through the grad application process), and being open about sexuality

with a group of "strangers" won't really make that go away, but it consistently reminded me that there are other important things that I can contribute to the world. And specifically, my openness –especially about sexuality- can be a great contribution.

"Susannah", Senior, 21: The class was a great experience. I definitely felt challenged by the class….not because it was an overwhelming amount of work, but because it challenged my beliefs and challenged me to do things I could have never seen myself doing. I can now not only talk about sexuality to my friends, I even went to a school and actually gave a presentation on it! I am so proud of myself for conquering something that I never thought I could do.

"Cindy", Senior, 21: I've had so many friends tell me while I was taking the class and since I've taken the class that I'm much more open with what I say and to whom I say it. I don't think I was ever prudish with my language but I was certainly careful and, for lack of a better word, somewhat immature with it. This is not to say that I laughed every time sex entered a conversation but it is to say that my face would, on occasion, turn beat red. I find that I am now comfortable and confident talking about and even bringing up topics that once made my face turn red. I think I have this confidence because of my experience with so many wonderful women in the class and also because of the things I learned about sex and women in the class. Outside of general conversations I also think I am more confident, more confident on a sexual level. It used to be

so easy, though not so pleasant, to sit back and let a guy do all the wrong things.

Now, though, I have no qualms giving my boyfriend tutorials. Outside of the

bedroom and outside of relationships with friends and my boyfriend I also think

I have more self-confidence. Knowledge is power, they say, and the class taught

me a lot. I'd say that my self-concept has changed, as well. I don't know if

improve is necessarily the right word since I've never really thought of my self-

concept or my self-esteem as being negative as low. Like I've already

mentioned, I think learning and engaging in conversations and literature

certainly allow for a richer self-concept and self-esteem alongside self-

confidence. I think in learning more about myself and others I have become

more open with my personal sexuality and sexuality in general. It almost makes

me laugh when I think back to how difficult I found it to not only come up with

but say out loud different words for vagina. I think the seemingly simple fact

that I can openly talk about different words in certain company now is telling of

how far I have come.


"Dana", Senior, 21: I think that this class definitely reinforced certain aspects

of my self-concept that I was unaware of before taking it. I think that it

highlighted the positive and negative qualities of myself that I was made aware

of through listening to others' stories, experiences, and then relating them to my

own. It definitely made me realize the good decisions that I have made and

made me appreciate the fact that there are constantly females around me in

every part of my life that can relate in some way to things that I have been through.

"Verna", Senior, 21: The class served only to improve my self-concept. Coming out to the class was a big step for me, and being able to do that made me feel really good.

"Mary", Senior, 21: This class gave me a sense of connection and it taught me that I am not abnormal. For instance, most of my friends have decided to wait until marriage to have sex --- but I knew that I would wait until I was ready, whenever that was, and no longer. So when that time came, definitely before marriage, it was difficult to find an ear to listen, because many of them could not sanction my eventual decision to have sex outside of wedlock. Their reservations understandably sprung from their fear that I was making a bad decision, and they have come around now that they have seen that I made the right decision for me. But this class gave me what even now-understanding friends could not: it allowed me to see that there are girls all over the spectrum of sexual decision-making. I no longer feel like the odd one out. For the confidence it gave me in the validity of my own decisions I am grateful.

"Gayle", Senior, 21: I grew more confident. I've become more accepting of talk about sex and our bodies. What I'd been raised to hide and be embarrassed by I've learned to embrace and explore.

*Hear me out....finding a voice*

Participants found a new voice in discussing sexuality. The process and realization of this voice was both liberating and troublesome. Participants discovered a new level of comfort discussing sexuality, a new confidence in posing questions regarding sexuality, as well as incorporating less heterosexist language within discussions.

"Angela", Senior, 21: It is frustrating and strange and it seems like part of it is the school that we attend. While I love this school and feel like I'm getting an incredible education, sexuality is a little more repressed here, particularly for women. I was recently talking to an older friend of mine about our new Sex Club on campus and she kept asking me if it was really necessary. I suppose that it might not seem that way now, with all the start up processes, but it certainly could be helpful. And we do need it. It is surprising to many of the kids here that we might even talk about sex, it seems like we aren't at an adult level with this yet, that we are still out in the school yard at recess talking about how we found a naughty magazine in daddy's drawer but instead there is 'hey guess what I found on the internet' or 'so and so were out late together, she is such a slut. It is hard here because it doesn't seem to be apart of life even though it should be. This class is a good start.

"Mills", Senior, 21: It was more stifling than I realized - now I feel like I have found a voice and am more able to talk about sexuality with a variety of people. It wasn't something that I had so clearly realized was lacking in my life, but now I wonder how I couldn't have noticed! Or if maybe I chose to ignore it because there wasn't a discourse available to me. I am more able now to take initiative, buy books, and put my sexuality at a higher priority than I had given it before.

"Kylie": It is very frustrating...I didn't realize how much I had let my sexual activism be pushed to the side. Even for me, who is very open with sexual discussions and who has friends who are similar to me in this way, it is sometimes difficult to find a place for my sexual voice in my day to day life. This can be sexually stifling. I realized that [not having] a "voice" actually made my sex drive decrease significantly, which I am not happy about.

"Verna": I have been really frustrated with the lack of say we have in our sexuality! Women, college women, gay women. But then, that's why I took the class and started The Sex Club – those are two great places for everyone, including women, to have a voice. Of course, it's not just college women. Women and girls of all ages are hard pressed to find a place to voice their sexuality. But this class, this club, these women that I've met, they've given me optimism that women can be more expressive, even if it's just one woman, one class, one club at a time.

"Page", Junior, 20: A significant change for me is that I'm much more aware of heterosexism. I screen my language carefully now so as not to reflect a heterosexual bias. I also realized how much I subconsciously assumed heterosexuality in people.

"Gayle": I thank this class for my heightened sensitivity to people's sexuality and sexual orientation and am very grateful to have had the opportunity to be a part of this class and see places where I needed to be more inclusive in the words I use.

"Jennifer": It really hit home with me when we started incorporating heterosexism into our discussions. I realized how heterosexism is everywhere-even in me. I try to watch how I think about thing and people and how to speak to people now.

"Susannah": This class made me reevaluate my own prejudices and the way I talk. Now I can tell when I am using heterosexist words, and I try not to do that anymore.

Some participants thought college women had a greater voice than others. Participants saw college women creating and accessing avenues in which to find and express their sexual voice.

"Cindy":   While I think it is both frustrating and infuriating that so little

literature exists about sexuality in general, not to mention sexuality of college

women, and that so few classes are offered on sexuality on college campuses

nation-wide, I do feel that college women are beginning to take a stand and

reclaim space to be heard and seen in terms of sexuality. I think through things

like Jane and the Vagina Monologues open up the stage for college-age women

to discuss different issues regarding sexuality. This being said, I think these

forums would both increase and be more worthwhile if college-age women

across the country had more of an opportunity to open up and to learn within the

context of seminars like ours. I feel that through the attainment of more

knowledge and a greater level of comfort and confidence discussing sexuality

would enable and persuade more women to actively pursue avenues through

which to speak and be seen and heard.


"Dana":  I don't necessarily think that there is not a place for women to voice

their sexuality, because I think this depends on each woman's individual

situation. Personally, I am fortunate enough to have extremely close female

friends that I can talk to about anything related to sexuality, and I can also

confide in my mother. However, I can imagine that it would be frustrating if

some college women find themselves without these outlets. Sexuality is not

something that needs to be kept inside, and is such a part of each woman that it

should be encouraged and expressed whenever females feel like they should do ·

so. I think that every college female should participate in this class, or

something similar, because it cannot be assumed that everyone has a place to voice their opinions, feelings, and experiences related to sexuality.

*Who are you? Who am I? Relationship transformations*

Participants found the class impacted their views of what they want in relationships as well as how others', such as romantic partners and family, viewed them. Participants also explored a new way of looking at themselves.

"Kylie": Specifically, with my boyfriend, it helped me to value my wants/needs more and become more assertive in our sexual and even non-sexual interactions. It gave me an outlet for my sexual voice every week and helped me to improve my relationships, which is invaluable. The fact that we had so much freedom in the class and did not have a professor telling us what to think lets me realize that I basically changed, myself, through my own work, which is most satisfying of all. I sincerely enjoyed this class...it's great that I could get credit for discussing and exploring sexuality. I feel like most of my personal growth was done through the journals.

"Jennifer": I entered the class a somewhat open person when it comes to sex and sexuality. I liked talking about sex for the shock factor and making other people feel uncomfortable. Now, I talk about sexuality but more seriously. I find people start opening up more and eventually feel comfortable talking to me about it. I'm being taken seriously. I'm no longer just the girl who will say anything about sex, I'm the girl who my friends want to come to in order to talk

about concerns and questions about sex. I've learned that people really want to talk about sex. Especially college people. Especially college women. They have questions and stories to tell but no serious outlet to do so.

"Verna": I think what I like the most about the class is the way it has found its way into the rest of my life. I've had new conversations with my parents and friends as a direct result of this class.

"Gayle": My friends always manage to be available after our classes. It is like all my friends are taking this class through me. They want to read the articles, they want to see what questions and topics we debated to see what they would have said. I found when I brought up a class discussion topic, their immediate response would be often be incredulousness, then curiosity, and then self-discovery. Their curiosity has been piqued, and because of the confidence inspired in me by this class, we can all talk about these things openly-things we'd previously considered taboo and dirty.

"Angela": This class has been the highlight of my education thus far. It is something that I will be able to take and use in all aspects for the rest of my life, few other classes even come close to that kind of influence. As with the purpose of higher education, it has helped shape my view of the world and my view of myself. I feel different.

"Susannah": This class has helped my relationship. My boyfriend said that he could write my final project about the impact of this class on me for me. He said he saw the gain in my confidence in our relationship and with myself in general. I can talk with him about sex without being embarrassed, I am not afraid to ask for what I want, and I am more comfortable with my body.

"Lorna", Junior, 20: This class helped me analyze myself as a woman. I started recognizing my strengths and weaknesses. Sadly, I realized that I have always felt weak without a man. I think I've gained strength to not need a man to feel strong. I also realized that I will do anything to please a man. Now, I do not think I will do whatever a man wants me to just to make him happy.

"Danielle", Senior, 21: I am so glad I met my boyfriend near the end of the class because the class changed me into a woman he was interested in. He values a woman who knows her opinion, can talk without embarrassment about touchy subjects, and who is confident about herself. I wasn't those things before the class but he met me after I had gained my confidence and voice. I am happier with myself because of being in this class and I'm really glad I had this change before meeting him.

"Pam", Senior, 21: My friends and I have begun to discuss sexuality and sex on a deeper level and I really think that is healthy. Sexual repression is all too

common among females and discussion has allowed us all to realize that what we think and feel and want is not abnormal or weird.

"Cindy": This class has allowed me to be more open with myself, on paper and otherwise, and with others. I've noticed it and so have many people in my life. My family, my boyfriend, and my friends. One day, my boyfriend kissed me on the forehead after I brought up a topic from class. He said, 'I just love that you are taking the class. And I'd like to thank your professor for teaching it'. We've had a great relationship before the class, but I can see us even closer as a result of my new confidence and comfort with myself and sexuality.

"Maria": This class has totally changed my view on what I am looking for in a relationship. Expressing my beliefs and hearing my classmates' experiences has made me realize to never settle for something when you could have something better. It is shown me that it is okay to know what you want, and to accept nothing less. It has made me relinquish guilty feelings of not truly being satisfied, yet not knowing how to address this.

*Is the world ready?*

Participants expressed frustration with the disconnect of personal growth compared with the lack of change of the world at large or among the smaller social circles of friends and family.

"Page": Since starting the class, I have begun to look very critically at the way people judge others and the way society views sex. Unfortunately, this has led

to less harmony in my life than before because now I get exasperated by people who treat sex as if it is always funny, evil, titillating, gross, pornographic, unpatriotic, male-drive, trivial, sinful, or shocking. While we have experienced change, the outside world has not.

"Laurie": Sometimes I feel frustrated because now I've got this new way of looking at the world but the people in my life haven't changed alongside of me. Is ignorance better? I'm frustrated because I want others to be as enlightened as I feel now for their own sake and I also feel stunted by their lack of understanding. I don't feel better than them but it is harder to relate to them now. And sometime they don't know how to relate to me.

*Relevancy of the academic portions of the class in their intellectual and psychosocial development*

Participants found aspects of the academic class (DPE) relevant to their intellectual and psychosocial development.

*Different strokes, different folks: hearing other women's voices*

Participants found power and validation in hearing the voices, perspectives, and opinions of other women in the class. Hearing classmate's stories and struggles helped to confirm their experience and presented the opportunity of assessing personal stances on sexuality dilemmas or topics.

"Cindy": I learned from each and every woman in the classroom and I learned something during every session. The class definitely intimidated me at first - it's

hard when you don't know where everyone else is coming from and if they're going to be judgmental of where you're coming from. I think one of the most challenging things we had to do this semester was to create a safe space - and I think we were incredibly successful in doing that through our group discussions, journal entries and a truly gifted professor.

"Verna": I love what I've learned about women. I thought I had a pretty good idea about women but not at all. I had no idea how complicated some of them can be! Or how complicated I can be. Or how simple things can be...It was nice being able to get inside the head of so many different women, especially some explicitly straight ones. It was interesting to see it from a heterosexual point of view.

"Jennifer": I learned in this class that everyone's sexuality is different. I knew that but hearing it twice a week from such a variety of women really brought it home for me. It is just such a personal, private part of who everyone is and nobody's is going to be exactly the same. This made me realize why some are so frustrated. Judgmental people are conscribing to a norm that doesn't even really exist. When a norm is established, people desperately want to fit into it, and when they don't feel sexually deviant and become ashamed of their sexuality.

"Susannah": When I signed up for this class, my mother asked me, "Isn't there any other class open?" Well, I definitely think that I made the right decision. I

remember being blown away on the first day of class when [the professor] asked us to name other words for "vagina." At that point, I was hardly comfortable saying that word...let alone some of its interesting nicknames. Right away I realized that this class would challenge me to think about some of the things that make me the most uncomfortable, and I think that I have really grown from that experience. I like that the class gave us many opportunities to do projects that we wanted to do that maybe didn't have anything to do with the lessons but that spoke to us in a way that lessons couldn't. And then we got to hear everyone else's projects, ideas, and perspectives. I just have a whole new perspective on a lot of new things, and I'm very grateful for that.

"Mary": Taking "Reconstructing the Female Sexuality" made me much more comfortable talking about sex. I had always been embarrassed to even participate in a discussion about it, let alone bring it up. This class, through sheer exposure to the subject, thoroughly cured me of that. Although I'd say the change in my comfort level occurred gradually, looking back the difference between now and then is quite startling. I find in myself an ease of discourse that allows me to even bring the subject up if I so please, something I would never have done prior to the class. The communal, supportive nature of the class allowed me to become more comfortable in my own skin, so that next time I am in a relationship I will be able to assert my needs. I will do so with the knowledge and security that there are other women out there like me with the same needs.

"Verna": It helped that a lot of the other women in the class were able to share personal things – it made me see that no matter how perfect someone may appear, they have their problems and insecurities, too, which makes me feel reassured.

"Angela": I think one of the best things about the class was that I learned so much from my classmates. They are incredible girls that taught me new ways to see and experience things. It was like having a dozen teachers all at once. It was also great that it was a place to voice new ideas and curiosities. That we led the class to where we wanted it to go, so that we learned and discussed the topics that we so valuable to us. It was also amazing to have a class that was so free together. All strangers to me at first, but somehow that meant that we could be all new people together. There was no need to hold back our opinions or thoughts and I feel like, although it took some time, we were able to create an environment of trust.

"Danielle":  I feel very special to have been included in this really great group of women.  I am very glad that I could contribute in some way and that I was able to get so much out of it as well.  I know that I may not have spoken up as much as others in the class, but I listened to everything that was said and really learned a lot.  I appreciate the honesty and openness of everyone.  No one made me feel bad that I didn't share every week and no one minded sharing with me even if I was quiet.  The more the women talked, the more I wanted to contribute to the conversation.

"Dana": I think it goes without saying that this class definitely impacted my life mainly by providing several new outlooks on a variety of topics related to female sexuality. The things we discuss in class are present in all of our lives in some way, but I doubt that the opportunity presents itself very often for a group of random females with different backgrounds and opinions to come together and talk about in-depth subjects about sexuality. The best thing about this class for me personally was how comfortable everyone seemed to get by the end of the class in terms of talking to one another about their personal lives. I think that given the circumstances, it is often difficult for a group of females who are different in several ways to eventually trust each other at least the extent of being able to share things with each other. Other than that, I will definitely walk away from this class with new perspectives and a better understanding of my own sexuality, as well as female sexuality in general.

"Laurie":   When I told the class that my family said during break that this class was going to turn me into a whore, they were so wonderful.  It was so powerful hearing their reaction to that sentiment and put the words to the feelings I couldn't describe.  I learned a lot. I've learned that sexuality is okay, it's okay to be sexual and to talk about it. Through class discussions I have learned the various ways other women act on their sexuality, how they deal with that, and their beliefs surrounding their sexuality. Although I have not agreed with everyone, it is important to know that varying opinions are out there. I also gained the

confidence needed to share my own opinions with the class because other women were sharing their stories.

"Maria": This class has really opened me up to talk about sexuality and issues that I had never thought about before. I was always uncomfortable to talk about sex, especially in front of people I didn't know very well. I only knew one person very well. The experience wouldn't have been the same if I had known everyone. It was invigorating to open up to different people, and hear different people's experiences and stories, and to realize that, although we've all come from different regions, backgrounds, religions, etc., we still all are faced with the same issues regarding sexuality. Decision making at the stage we are in our lives is difficult, and it was comforting to talk about how we make decisions, and that it is difficult for everyone.

"Mills": My classmates make me have more confidence in myself and my ideas because I know I'm not alone! I am walking away from this class with a lot of new ideas about myself and about sexuality, as well as the fact that I can talk about those ideas. I am so thankful I got in this class.

"Laurie": The greatest part of the class was hearing the opinions of other women. To hear women speak of their sexuality so openly and confidently was amazing. We talked about experiences very analytically, not the usual giggly gossip shared with girlfriends. Having such in depth discussion with strangers has been an

amazing experience. Despite our difference, class became a safe haven to learn and explore our sexuality.

"Gayle": I remember being afraid to let on that I was a virgin thinking that it would lead people to automatically draw conclusions about me. I don't remember when or how but at some point in our class sessions, I learned that maturity comes from self-respect and keeping an open mind. I'd realized that what I had to say held import and that others did want to hear my two cents. I also recognized that I would only be able to facilitate the conversation or get anything out of a discussion if I kept my mind open. Despite the different social circles, ages, majors, class rankings, ethnicities, faiths, experiences, we were all in the class together, we had all registered and stuck with it, therefore, we had something in common. The stories of my classmates not only influenced my way of thinking, but they developed in me a newfound respect for foreign cultures and upbringings.

At times, participants were frustrated by the class arriving at a consensus at a given topic. Voicing dissent was overwhelming for some participants.

"Laurie": It was frustrating that sometimes our class felt homogeneous. Most of the time, my class involvement included going against the "homogeneity" of the group. Being raised in a conservative, Christian household my opinions tend to differ. I felt like I really stood out. I am usually vocal in class, but sometimes I

feared my opinions would automatically be dismissed because they were too different.

"Kylie": I don't think I ever became as honest as I would have liked to in class. I think that part of this is because I didn't feel like I could relate much to many of my classmates. My view of sexuality seems to be different somehow, although I'm not sure I could put my finger on it. I guess discussion didn't reach the level of brazen honesty that I am accustomed to with my friends.

*Will the "Expert" in this room please raise her hand?: a new way of learning*

Participants discovered safety and support within the discussion-based seminar. They found resonance with the importance of hearing and respecting classmates' opinions and perspectives and appreciated the class philosophy that each woman was the expert of her sexuality.

"Angela": I think that in this class it would be very difficult to have a teacher lecture us all on the aspects of feminine sexuality because for each person it is different. I believe that many people would have been uncomfortable with that type of structure because it is not a subject that is so factual like history or economics. The value of the class lies in the fact that each person grows and learns what they need personally, that we are introduced to new ideas and then able to take from them what we need and want. While I understand that not all classes are able to have such a structure, it gives us a more specialized education of the subject that fits our desired outcome that I have rarely walked away from a

class experiencing. I do think that it was a great new way to experience a class room environment. It was an incredible model for other aspects of our lives. Not necessarily talking about such intimate details of our lives, in various jobs we will need to work with other people in such a way that we will need to learn from them and we will need their opinions, by having such an environment in the work place we will better serve our positions. Or at home. Not many households have such a free place to talk, learn, discuss. I believe that is part of what most children are missing, a place to be curious without judgment or fear - and it is incredible that our class had such an environment. It certainly could not have occurred if the professor was lecturing us about the ins and outs of feminine sexuality where we took notes and made flash cards to study for our tests.

"Pam": This class was different in that it was a process; there was no cramming material in at the last minute, but rather continual application and reflection. I also liked that we were given a lot of control with regard to the direction of the class. I think it was important because it showed us that the professor trusted us and took us seriously and that we got to study topics we felt were relevant and of interest.

"Mills": I think the teacher surprised me later by her knowledge of the subject, and I was a grateful for the chance to discover my own perspective, especially because the subject is so personal, so intricate to my every day experience. I think it would have been different for me if the teacher had been the 'expert'

from the very beginning. I would have felt intimidated. Having the experiences of others shaping the class, as their experience was the 'expert' in many cases, helped give my own voice strength and meaning.

"Kylie": It allowed us to come to our own conclusions without being heavily influenced, which allowed for more freedom and a more genuine transformation. I learned more about myself in this type of class. I think one of the major things I took away from this class was learning to think for myself rather than internalizing what others say or do relating to sexuality.

"Cindy": It was by far the most distinct class I've ever taken. We all opened up so much and learned so much from each other. I think the fact that nobody put themselves out there as an expert or as 'experienced' allowed for us all to become experts. We were all allowed to be ourselves and as a result we all learned so much from each other. By the end it seemed as though no one hesitated to say things and while we all took each other's views and experiences into account we were happy and willing to voice our own feelings, opinions and views. I think we all genuinely cared and do care about each other as a result of the class and that can do nothing but allow for productive and meaningful conversations, both in the context of the classroom and beyond. I think that was one of the most profound and resonating effects of the class for me, I still talk about it, daily! I doubt I could even recall half of the questions on my finals from last semester, not to mention the answers to those questions, but I can readily talk about our class and

all that I learned from it – that says a lot, I think. They say that one of the best

tools for learning is to teach and I think in small ways we were all given the

opportunity to both teach and learn, give and take throughout the entire semester.

While it was empowering I think it was a lot more than that. I think it was

rewarding more than anything. I really, really learned in the class. Not learned

like when you cram for a test only for the day to arrive where you regurgitate it

onto paper and forget it an hour later, tops. I learned without realizing I was

learning. It was fun and insightful and above and beyond all else it was

meaningful because it was real-life experiences being entrusted to me.


"Dana": The structure of this class was completely different than any other class

experience in college. Having such an open class environment with a small

number of classmates, along with the encouragement of the teacher to speak our

minds, is something that differs completely from the standard lecture classroom

setting. In an academically competitive atmosphere such as William and Mary, it

is not hard to blend in to the class and go through semesters without voicing one's

opinions. The construction of this class is beneficial and liberating because it

allows you to speak freely without having to worry about giving a wrong answer.

I can honestly say that I have learned more in this class than in any other class

because it teaches things about ourselves that we can apply to our lives down the

road in a meaningful way. There is no doubt that I will take more from this class

than any other!

"Mary": Sitting in a circle of chairs rather than at desks in rows (or even desks in a circle) made this class informal --- the biggest difference between this class and regular classes. The informality allowed us to let down our guards and, once we got to know one another, behave as friends usually only do outside of class. I enjoyed that the teacher worked more as a facilitator (and occasional contributor when needed), because it made us forget that there was an 'expert' in the room; we were freer to be ourselves than if there had been an 'expert' in the room. Perhaps it has less to do with age than with the type of person suited to leading this class --- someone who understands the issues that young women face today. Actually I am not sure that I learned a lot of *information,* per se, in this class. Sexuality as a topic has interested me ever since adolescence hit, and I tend to read up on subjects that intrigue me, so I knew a lot of what was taught. This is not to say, however, that I didn't learn. What I learned was about communication. I had led class discussions before, in other classes, but the personal nature of the subject matter made this opportunity special. I learned how to get over the embarrassment and just express myself to other people already. I learned how to listen and understand even when other people shared experiences grossly incongruent to my own. I learned that though circumstances change, as women we are bound together, and that that is enough for us to be able to help one another.

"Verna": It's pretty much the exact opposite of every other class I've taken throughout my life. In all the others, there have been some where we're permitted

to explore our own ideas, but it's understood that at the end of the day it's the teacher or professor who has the final answer. And this difference was fantastic. I don't think you could learn chemical equations or mathematical equations this way, but it's a great way to learn about sexuality and anything else open to personal interpretation – when there's no black and white, right and wrong, it's silly to act like the teacher has all the answers.

*Private discourse: exploring through journal writing*

Participants heralded the use of reflective journals as a pivotal component to personal growth and understanding of their role in the class and the view of their sexual selves.

"Kylie": I feel like most of my personal growth was done through the journals. There is something about writing your emotions and experiences down that makes them much clearer. Doing the journals and reflecting on the problems relating to sexuality that I have forced me to admit that I am not as much of a 'sexpert' as I originally thought I was before I enrolled in this class. However, by tackling my issues in the journals as well as through daily reflection, I really did grow a lot.

"Cindy": I could not have gotten to this point without the journals. I had come to love and appreciate our class discussions but I do not think those would have come to be had we all not been able to experience some personal exploration and discovery in the safe space of our journals.

"Susannah": Of all my experiences in this class, journaling was my favorite. In class, we brought up many great ideas, but between listening to others and trying to sort out your feelings, little growth occurred for me within the classroom. Often, our discussions would plant a seed in my mind that I would think about throughout the day. It was in the journals that I finally had the opportunity to explore my thoughts and feeling in a slow and very personal way. Slowly, through my writing, I have peeled off layers and gotten to know myself better. It was through journals that this class helped me to grow as a person and understand my own sexuality in a new light. The feedback I received in my journals was always encouraging and empowering. I used suggestions and also used some statements as a challenge to consider and question myself more deeply. It really meant a lot as we were building trust in the group and seeking validation for our actions and beliefs.

"Verna": The journals are some of the best part of the class. I've enjoyed keeping personal journals before. And now to have a journal that talks back-how great is that? It has been simultaneously challenging and reassuring. And I love it. This is the first time that I'm going to miss having a weekly writing assignment.

"Dana": The biggest reason that I loved this class was the professor because she gave such significant feedback in our journals, encouraged such an open   .

environment in the classroom, and provided us with information that allowed us to explore ourselves in ways that we never had before.

"Maria": The journals, although time-consuming, allowed me to think about what was going on in my life and write about it, which is something I had never done before. It was good to actually get my thoughts down on paper, and to be able to go back to them and see why I did/didn't make a certain decision.

"Gwen": To be honest, I'm surprised I enjoyed writing the journals, but they allowed me to get more out of the class than I could have any other way. I wrote things that most people will probably never know. I always liked reading the comments on the journals.

"Dana": Since I was not a very vocal member of the class, I realize now that I was able to get out things in writing this journal. I had the ability to write down reactions to things said in class, my own personal viewpoints, as well as share stories that I did not get around to telling in class. The journal created an outlet for me to get across thoughts that were stirred up from class discussions. It also helped getting feedback from the journals. At the beginning, I wasn't sure I was writing about the 'correct' things, and the comments made me feel very comforted. It was great receiving positive feedback from a professor.

"Pam": I wasn't one of the women who spoke up a lot in class. I feel like journals were the key for me. It allowed me to comment and expound on what went on in class when I didn't feel comfortable speaking up in front of the group. I could also reflect on what I read-mull it over and come up with new thoughts.

"Kylie": The journals were great. I liked being able to get my thoughts down about my favorite topic every week. It was very reflective. I figured out a lot of things about myself while writing the journals. These realizations have directly impacted my sex life by clarifying my own wants and needs related to my sexuality. I am more comfortable than ever being honest with myself and my boyfriend. I also found the interaction with the professor very valuable. It was good to get someone's perspective on issues I've discussed with only a few people. And it was good to feel as though my relatively private thoughts were accepted, understood, and even enjoyed.

"Danielle": I love being able to be so candid in the journals. I remember feeling uncomfortable in the beginning about not wanting to divulge too personal information but the positive feedback the professor gave made me feel like it was okay. I was especially nervous about saying anything about my virginity in the beginning of class but journaling about it first helped me to talk to the class about it.

"Mary": Journals encourage idea development at an individual level, whereas in a conversation one party wouldn't necessarily have to have a progression of thoughts to participate.

*Will there be a part II or sex class, second season?*

Participants shared a conviction that the class was of personal and academic value and would be beneficial to offer as a formal part of the college curriculum.

"Cindy": It is amazing to me that a class I held so few feelings towards during course registration ended up being my favorite class this semester and possibly one of my most rewarding classes in my time at William and Mary. I think by word of mouth nearly all of William and Mary found out about this course -which says a lot. It means that we all found the experience worth mentioning to our friends who in turn wanted to tell their friends, etc. I think the course helped me learn more about myself and a little more about others. There is not enough space or time to say all the good things I feel about this course.

"Jennifer": I think this class is definitely a huge step in the right direction of making sexuality an acceptable part of everyone's life-even college women. We will try to share our comfort and confidence with others, with our peers. I hope this class continues. Slowly but surely sexuality will become something to claim and be proud of. I can't wait.

"Verna":  I liked absolutely everything about the class.  I liked the open discussions, I liked the blackboard discussions, I liked 'having' to write a journal every week which actually made me think about sex/sexuality more explicitly than I ever would have otherwise, at a very relevant point in my life, I liked meeting: really meeting them, not just learning the name of that girl who sits next to me in class women I wouldn't have without the class, I liked having something to look forward to every Tuesday and Thursday, I liked having a place to freely talk about sex/sexuality, I liked the readings, and I liked being part of something this important.  I can't believe I'm actually disappointed to see a class ending...Then again, this is no regular class. Which is why I loved going. It was sitting around with a great group of women, hearing their perspectives and learning new things about sex and sexuality. I have several friends that I feel comfortable discussing sex/sexuality with, but this class was totally different. For starters, it was a class - I actually got credit for these conversations. And there were perspectives that I've never heard before, ideas different from mine or those of my friends, which were really great to hear - otherwise, I might never have heard them. Also, these were women I wasn't used to being around, women who I didn't really know. I think it's amazing that so many of us shared such intimate details with each other. I never imagined that I would have heard about someone's sexual assault, or hear about someone's orgasm or lack thereof, or come out to such a big group - all in a classroom setting. It amazes me. But it's great, and I hope future classes get such crazy wonderful experiences, too.  This class should be taught again, and again, and again.

"Beth", Senior, 21: This class was definitely an eye awakening experience. I don't think when I signed up for this class it was going to be anything like what we ended up doing. In a good way though. I definitely gained insight to the degree of differences within our class and the personal opinions and views that many of us go through life not experiencing. I think all the assignments and discussions were a chance to reflect on how certain subjects within sexuality made you feel and it was your own personal opportunity to add a little something from your end of the spectrum. I feel that with any structure given to this class its simply an exploration of the self. I know that for me I learned quite a bit about myself and that I hope it is offered in the future and that everyone who takes the class in future can do the same.

"Pam": I really had no idea what I was signing up for when I registered for this class and I remember feeling overwhelmed when I walked in the first day and saw the requirements and what we would be discussing. But after the first week or so I realized how unique this class was and how lucky I was to have gotten in. There was so much opportunity for individual and class growth and I just hope that this class continues on and that future women who take it have similar amazing experiences. I can't believe I'm disappointed to see a class end. Are we sure we can't do a Part II??

"Mary": I definitely think this class should be offered again. In order to create a voice for women's sexuality in the public sphere, we must begin in the private sphere, in our own relationships. Change will be effected one relationship at a time, and I believe it is quite possible for a woman to have a voice within a specific relationship or within a social network. So if enough women demand a voice, eventually they will have one on a broad, visible scale. Happily, I feel this movement beginning on this campus, I do not doubt because of the circle of support this class created. Word has gotten out; if we do not yet have a voice, perhaps we have a whisper. Heartening, that.

"Mills": At first glance, this course could perhaps be dismissed as pop-culture-ish or lacking substance because it examines female sexuality. But I really respect the level of academia the professor put into the course and the fact that she was extremely knowledgeable on the subject. This class was a great experience and I am excited for future students.

"Brenda", Senior, 21: This class is by far easily one of the best I've had at William and Mary. I haven't regretted for a single moment taking this class. Future students are lucky.

"Lorna": This is honestly the best class I've had at William and Mary. It is a class I will use and look back on in my life everyday. I have recommended to my coach and my teammates and hope they are able to take it.

"Mary": What made this class so amazing was how it created a potential for growth in each of us. Everyone should experience that. This class doesn't make us sluts, or promiscuous; it supports us in our decisions, and informs us to make ones that our healthy for our unique situations. It is not what you do in bed, it's about opening the discourse and exposing and transforming it as need be.

"Gayle": It is as though we all share a juicy secret that no one else knows or could possibly understand.

## Conclusion

This chapter has presented the results of data analysis and the relation to the research hypothesis and questions examined in this study. The results do not support a difference in time between the intervention and comparison groups on the SCT. The results supported a difference in both the comparison and intervention groups, however, the difference was a decrease in scores. The results do support the hypothesis that there is a difference in time between the intervention and comparison groups on the DIT-2, however, this difference was revealed in the raised P and N2 scores of the comparison group and not the intervention group. The results, also, did not support the hypothesis that there would be a difference between the intervention and comparison groups on the SCT or SAS. The results did show a difference between the comparison group and intervention group on the DIT-2, P and N2 scores, however, this difference was revealed in raised scores in the comparison group and not the intervention group.

Supplemental data were also gathered. Two broad themes emerged from the data. Participants discovered the impact of the class on their personal lives and the relevancy of the class in their intellectual and psychosocial development. Sub themes also emerged. Participants noticed a difference in self-confidence, found a voice within sexuality, and realized variances in outside relationships. Participants highlighted the relevancy of the academic components of the class on their development through the vehicle of the voices of other women in the class, seeing a new way of learning, experiencing writing weekly journals, and a desire to see the class taught again. The next chapter will discuss the research findings in greater detail as well as the implications of the results.

## CHAPTER SIX

### Discussion

The purpose of this study was to examine the impact of a deliberate psychological education (DPE) model on the moral development, ego development, and sexual assertiveness of college women. Specifically, it was expected that participants enrolled in the DPE modeled course would show higher gains on the instruments measuring moral development (DIT-2), ego development (SCT), and sexual assertiveness (SAS) than the comparison group participants. These expectations were not met. This chapter will present a discussion of the findings resulting from the dissertation research project. A discussion of possible reasons for the lack of significant gain in the intervention participants' scores will also be presented. Implications for further research will additionally be offered.

### Hypotheses

This study proposed three hypotheses. Hypothesis One proposed there would be differences between the pre-test and post-test scores of ego development, moral development, and sexual assertiveness over time. Hypothesis Two posited there would be a difference in scores between the intervention and comparison groups. Hypothesis Three stated there would be an interaction between the intervention group and time. Each hypothesis will be examined through the results of the individual constructs: sexual assertiveness, ego development, and moral development. Qualitative data suggested information towards each hypotheses but the indications can only tentatively be generalized due to the limited analysis of the qualitative data.

*Sexual Assertiveness*

Sexual assertiveness is described as a set of strategies used to accomplish the goal of sexual autonomy (Ease & Adams, 2002; Rickert, Sanghvi, & Wiemman, 2002; Morokoff, Quina, Harlow, Johnsen, Grimley, Gibson & Burkholder, 1997). Sexual autonomy includes the initiation of wanted sexual behaviors and refusal of unwanted sexual behaviors. It has been suggested that high sexual assertiveness might be linked with a decrease in rape by coercion and sexually transmitted diseases (Turrisi, Wiersma & Hughes, 2000; Donat & White, 2000; Kahn & Mathie, 2000). This study examined the effect of the DPE on sexual assertiveness on college women. The study did not significantly support any of the hypotheses related to sexual assertiveness. There was no significant difference over time on sexual assertiveness. The intervention group showed a positive gain trend, however the gain was not statistically significant. Conversely, the comparison group exhibited a declining trend in sexual assertiveness over time. There may be several reasons for these particular findings. The DPE helped participants gain a voice within sexuality, and many participants discussed, as indicated in the qualitative data collection, that they were beginning to see their ability to assert themselves sexually through initiation and refusal of sexual behavior at the conclusion of class. However, the four month time frame of the DPE class may not have allowed enough time to promote the strengthening of sexual assertiveness sufficiently to demonstrate a statistically significant gain. Additionally, several students expressed frustration in not having opportunity to "test" their sexual assertiveness in real-life situations. They voiced feeling more sexually assertive hypothetically and cognitively but could not be sure if it would translate to their personal life because they were not dating and had not participated in

sexual activity with anyone at the end of the semester. Also, the participants pre-tested highly assertive. The lack of growth could represent a ceiling effect rather than a lack of impact from the DPE.

The initial high score of both the intervention and comparison groups could be due to self-selection. The majority of the comparison group participants were enrolled in the human sexuality course, and this enrollment may reveal a previous interest in and comfort with the subject matter. The women in the intervention group also could have a pre-determined level of comfort and high sense of assertiveness that served as a catalyst to enroll in the class. Thus, the lack of significant gains could have been because the women who enrolled in these elective courses were originally highly sexually assertive and, thus, interested in exploring sexuality. The self-selection of comparison group participants volunteering for the study could have also contributed to the initially high scores. Perhaps women who were already sexually assertive were interested in participating in the study while women who were not assertive were not interested in the study. The researcher noticed, while soliciting participants, that several women had visible reactions to the study and instrument explanations such as gasps, covering their mouth with their hands, and becoming red-faced. Women who had this reaction did not take the packets at the conclusion of the research introduction. This reaction could highlight the emotionally-laden component of sexuality as well as the immediate self-selection due to the subject matter. Also, the women choosing not to participate in the study may have found the subject matter intimidating or inappropriate. Conversely, perhaps the women who felt comfort, curiosity, or excitement about the research topic embodied the components of sexual assertiveness such as initiation and self-awareness.

Also, the self-selection might indicate a link between personal characteristics and sexual assertiveness or interest in sexuality such as self-reflection, risk-taking, and self-confidence.

Another contributing factor to the lack of significant score gain could have been due to the small number of participants in the study. The low number reduced statistical power and could have affected the ability of the study to show significant gains or show interaction between the intervention group and time. The reason for the high drop-out rate in the comparison group is unknown but could have been due to the subject matter, the amount of time and thought required to complete the instruments, or the time of post-testing.

The comparison group's sexual assertiveness scores declined on post-test measurement. The decline was not statistically significant but interesting nonetheless. The majority of the comparison group participants were enrolled in the human sexuality course. There may have been subject matter or class activities that affected the participants' views of sexual assertiveness on the post-test. Informally, the researcher received negative feedback regarding the human sexuality class structure and a subsequent lack of interest in the subject matter. This decline in interest of matters related to sexuality may have translated to a decline in sexual assertiveness scores. The comparison group scored higher on the pre-test than the intervention group. Thus, the decline in post-test scores could have represented a regression towards the means. If the participants were initially scoring highly assertive compared to the intervention group or college women in general, the decline trend could indicate a score more representative of the expected sexual assertiveness rather than a diminishing of sexual assertive skills or

cognitions. Also, the decline could indicate a change in sexual activity. There may be a link between hypothesized sexual assertiveness and actual sexual assertiveness. For example, a woman who has not experienced vaginal intercourse, may score herself as highly assertive in a hypothetical situation at the time of pre-testing. However, if within the course of the semester she engages in vaginal intercourse, she may change her self-scoring based upon actual experience rather than supposition and score lower. The difference may also have been simply from test fatigue or the timing of post-testing coinciding with finals.

The SAS asks participants to pick one partner to hypothesize her sexual assertiveness within the posed decisions. If she has never participated in the activity, she is supposed to guess her assertiveness in the situation. The results may indicate a difference in hypothetical assertiveness versus actual assertiveness. Participants may have experienced different sexual situations within the semester and envisioned or reconceptualized her assertiveness due to the new experiences. Additionally, the participants may have chosen different relationships as points of reference on the scale and thus represented their assertiveness differently based on the nuisances of the particular relationship rather than represent general assertiveness. Little research has been conducted to understand the consistency of assertiveness through relationships and in chronological growth.

*Ego Development*

The study did support significant differences over time on the intervention and comparison groups' ego development scores. These differences, however, were exhibited in a decline in score rather than the expected gain in score. There was a

difference in scores between the intervention and comparison group, but it was not statistically significant. There was no interaction between intervention group and time in this study.

It is interesting that both groups declined in a similar manner. The modal score for each group was E7: Individualistic Stage. It is unusual to have such a high number of Stage 7 participants in a small group: Intervention group ($N= 11$) and Comparison group ($N= 13$) (Cohn, Redmore, Bonneville & Streich, 1985; White, 1985). This high number could be due to the high admission requirements of the institution chosen for testing such as a high SAT scores, varied extra-curricular activities, and civic minded activities. Perhaps there is a link between women who seek and receive acceptance at a rigorous academic institution and ego development level. The high protocol scoring could also be due to self-selection of the courses or in the study as previously examined. The scoring might represent a link between ego level and interest in exploring sexuality academically.

Further, the Individualistic stage exhibits unique characteristics. Individuals operating at this stage exemplify a sense of individuality and a greater tolerance for individual differences (Loevinger, 1996). An individual exhibiting characteristics of Individualistic protocol also embodies a differentiated inner and outer self, a concern for the discrepancies of dependence and independence, and a particular interest in emotional dependence. These individuals explore deeper and more intense relationships with others and recognize the conflict in competing interests between relationships and personal achievement and responsibility for self and others. Individualistic stage individuals are also beginning to recognize psychological causation and psychological

development. Further, individuals operating at this level begin to see people as having and being different in multiple roles.

The construct of sexuality could have uniquely affected women operating at the Individualistic stage. Exploring sexuality requires individuals to examine relationships and review roles. Although these women are able to reflect on richer aspects of relationships, the theory of ego development does not specifically address how individuals incorporate sexual relationships into this reflection. Perhaps their ability to see discrepancies in relationships and achievement is unique within sexual matters. Specifically, there may be a difference of how women come to terms with discrepancies in their work or platonic relationships then in their sexual relationships. As these women explored sexual issues in their personal life and academic coursework, they may have reconsidered their position and conception on matters of individuality and relationships. Perhaps these women found a difference between individuality in the context of work, friendships, and family and individual within the context of sexuality and sexual relationships. Therefore, post-testing may have captured them at a point of vulnerability that was expressed in a less complex stage rather than capturing an actual regression of complexity.

Another unique aspect of this stage is the ability to see people having and being different in varying roles. College women may be exposed to a wide view of roles not previously noted. This exposure could cause a sense of disequilibrium and require the women to reincorporate a view of roles in their lives and in the lives of other women. As previously explored, college women face a multitude of double standards and sex role expectations. A woman operating at the Individualistic stage could have the capability to

understand the complexity of these double standards and participation in the study may have promoted a further exploration of the meaning of these various roles in their lives. Again, post-testing could have captured the women at a point when they were restructuring their conception of roles. Therefore, the lowered test scores could represent a point of vulnerability rather than a regression of complexity.

The change in this study's scores reflects previous study results (Cohn, Redmore, Bonneville, Streich, 1985; White, 1985). This change may disturbingly reflect that college provides a regressive experience for women. The social pressure college often presents to women may negatively affect their view of themselves, relationships, and roles. The cogendered academic atmosphere may also contribute to a miseducative experience of college women.

Lee & Snarey (1985) suggested that adolescent women exhibited a greater change in complexity in ego development than traditional, college-aged women or adult women. Further, they indicated that ego score gains in college women were rare. Perhaps this study exhibits this suggestion and exemplifies that college women, especially those operating at an Individualistic stage, are less likely to have gains in complexity due to development tasks and the relative stability of ego development (Lee & Snarey, 1985). Loevinger (1976) stated a connection between ego development theory and Erikson's psychosocial development. This compatibility may account for ego change in adolescence and stability in young adulthood. According to Erikson's theory, adolescents are preoccupied with identity achievement whereas young adults, after the successful achievement of identity, is focused on the tasks of fidelity and intimacy. Adulthood fidelity and love both "represent successive capacities for social-moral

commitments that are freely made but ethically binding" (Lee & Snarey, 1985, p.176).

Perhaps once adolescents achieve ego identity formation, ego development stabilizes

shifting preoccupations to the task of intimacy and relationships. The atmosphere of

college and the DPE, in particular, may have required the participants to revisit the task

of ego formation or, conversely, college life and the DPE course may have provided

further focus on issues of relationship. This focus may have shifted participants to issues

pertaining to moral development rather than ego development.

This difference might be simply due to the time of testing. The academic

institution housing both the comparison and intervention groups was academically

rigorous. Post-testing was conducted the week before finals began, and participants

informally reported feeling stressed and tired at the time of post-testing due to

preparations for the impending exams. Participants might also have suffered from test

fatigue. Participants were asked to complete three measurements culminating in, at least,

an hour to complete the instruments. If the participants followed testing protocol, the

SCT was the last measurement completed and participants may have been apathetic in

completing the measurement. Also, through the process of scoring, raters noticed

participant responses were noticeably shorter in length than in the pre-test. Although

length of answer does not solely delineate a score, sentence structure format, number of

items in a list, and descriptions of opposing views influence rating and represent higher

levels of development. The decline, however, might be more complicated than test and

physical fatigue.

The decline might be due to testing participants at a point of disequilibrium.

Disequilibrium can be defined as an imbalance in an individual's cognitive make-up

which can serve as motivation for the individual to incorporate new experiences into their cognitive structure (Wadsworth, 1989). The comparison group could have been in a state of disequilibrium simply due to the role of being a college student as well as a student facing a week of finals. The culmination of new knowledge and the stress of academic performance may force individuals to reevaluate previous views of themselves as well as incorporate newly acquired conceptions regarding the connections of themselves with others and the newly acquired course knowledge. Also, the majority of participants were classified as seniors. As seniors approach the conclusion of the first semester of their last year, pressure to make plans for post-graduation life significantly increases. Graduate school deadlines approach and job interviews begin. The realization of the impending shift in life roles may become increasing difficult to avoid. This process may have thrown participants into a state of disequilibrium as they reconsider their connection to those in their life and their place in and notion of society.

The aforementioned considerations are also relevant to the intervention group participants as well. The majority of the participants were classified as seniors and all were facing final exams the week following post-testing. These components could have sent participants into a state of disequilibrium. In addition, the DPE may have further complicated the participants' disequilibrium status. Participating in the class required students to bi-weekly analyze numerous realms of sexuality, partake in several new and challenging roles within the context of sexuality, and reassess these new perspectives and roles within their lives inside and outside the classroom. The decline of scores may represent capturing intervention participants at a point of disequilibrium. The four month time period between testing might not have been enough time for participants to

reorganize and restructure concepts captured within ego development and, thus, exhibit growth. Previous research has suggested that DPE interventions may require a longer duration of time than a one semester class allots (Morgan, Morgan, Foster, & Kolbert, 1999; McAdams & Foster, 1998).

*Moral Development*

This study supported the hypothesis that there would be a difference over time within the construct of moral development. The difference, however, was not the expected rise in intervention group scores but rather a significant increase of scores in the comparison group's moral development. Therefore, the hypothesis stating there would be a difference between the intervention and comparison group was supported. Again, the hypothesis was unexpectedly supported by the comparison group's statistically significant rise in scores compared to the intervention group's non-significant, but positive, trend in score gains. Finally, the third hypothesis was not supported as the study found no interaction between the intervention and time.

The study's results assessing moral development level was puzzling. While it is promising that the intervention group scores showed a trend in score gains, it is equally surprising that the comparison group's scores rose significantly. The lack of significant change in moral development for the intervention may be due to the small sample size. However, the failure to show significant score gains may be also due to the discrepancy between the type of moral development addressed in the DPE intervention versus the type of moral development assessed by the DIT-2. The DIT-2 assessed issues related to macromorality. Macromorality addresses assumptions of moral reasoning related to global issues such as structures of society and public policy. Specific to the realm of

sexuality, macromoral issues would attend to subjects such as public policy on abortion rights, gay rights regarding adoption, legislation regarding date rape, public school policy on disseminating condoms, same-sex marriage rights, and inclusion of abstinence-only sex education in public schools. The DPE class, however, focused mainly on issues related to micromorality. Micromorality addresses matters regarding individual relationships and daily interactions between people in their every day lives. Micromoral issues related to sexuality include topics such as exploring the influence of an individual's family of origin on current self-definitions of sexuality, debating the pressure of double standards in the media on an individual's conception of sexuality, examining the presence of heterosexism in communication and perspectives, assessing the influence of body image on an individual's sexual decisions, exploring the relationship between alcohol use and sexual decisions, discussing the prevalence of rape through coercion at the institution, and examining the pressure of society's double standard in daily life. The intervention, the DPE class, focused on micromoral issues of sexuality.

For example, the DPE class asked participants to examine a particular realm of female sexuality, such as the college hook-up culture. The participants briefly examined macromoral issues of the hook-up culture as in the societal definition of the term, *hook-up*, the problems of the current definition, and characteristics of the culture related to college life. The majority of class discussion and Blackboard discussion would focus, however, on micromoral issues such as how each participant defined the term, *hook-up*, experienced the hook-up culture in her particular situation, and the challenges and successes she has discovered within the hook-up culture. Consensus was not a goal of discussions. The goal of discussions was to promote self-reflection due to personal

exploration or through discovered similarity or dissent with other participants' views. Due to the micromoral focus in the DPE class, the lack of assessed score gain in the DIT-2 could be attributed to the instruments' absence of assessment of micromoral dilemmas. Simply, the DIT-2 could not capture growth in micromoral growth as it is currently constructed.

As within the construct of ego development, the lack of significant score gain in the moral development of the intervention group could be due to the timing of assessment. Assessment might have captured participants at a point of disequilibrium before they reorganized and restructured cognitive schemas or were exhibiting accessible growth. The intervention participants were often placed in a state of imbalance as most aspects of the DPE intervention were new and challenging roles. Every class focused on a new sexual dilemma which often provoked private and public discourse. Participants' journals were filled with thoughtful reflections and questions regarding the class topics. At times, the reflections were filled with themes of empowerment and enthusiasm while other times the reflections revealed angst and uncertainty. The class discussions were often cited as a catalyst for further discussion and reevaluation of individual values and stances. Each student was also tasked with co-facilitating a class discussion and serving as a leader of a dilemma discussion. Most of the participants stated they had never led a class discussion and found preparing for the role anxiety-producing. Upon completing the requirement, participants frequently expressed pride in rising to the challenge of leading a class for the first time as well as serving as a public facilitator on a discourse focusing on a particular area of sexuality. Some participants voiced particular concern about the new role requiring them to use sexual words publicly for the first time.

Although these participants often stated a new confidence and exhibited the beginnings of higher levels of moral reasoning after fulfilling the role, there may not have been enough time to fully incorporate the meaning of the role into their moral reasoning and cognitive restructuring.

The topic of the DPE, female sexuality, could have caused participants to be particularly vulnerable and caused disequilibrium at the time of post-testing. Although women frequently experience the angst of double standards and mixed messages regarding sex roles, the participants may not have been conscious of these discrepancies before taking the class. The examination of sexuality through a feminist perspective, may have promoted a detailed look at sexuality within the constructs of moral development such as justness and fairness. This new perspective may have served as a catalyst for cognitive restructuring and post-testing may have been conducted before the students were able to reincorporate greater complexity into their moral reasoning.

Intervention participants were also required to develop and implement a role-taking assignment outside of class. This new role seemed to create cognitive dissonance as the students participated in the role throughout the semester. Weekly journals, blackboard postings, and the final reflection and presentation captured the dissonance revealing uncertainties associated with the activity dilemmas. Again, although participants' final reflections exhibited a sense of pride and accomplishment, there may not have been enough time for students to fully incorporate the role shift into accessible gains in moral reasoning. Instead, the post-test assessment may have caught participants in the initial stage of restructuring. The post-testing may have also caught participants

before they were able to translate more complex micromoral reasoning to more complex macromoral reasoning.

The comparison group exhibited statistically significant gains in post-test DIT-2 scores. This finding contradicted expectations and was puzzling. There are several reasons that may account for the unusual finding. The academic institution the comparison and intervention groups attend has a highly academically rigorous learning environment. Activism and global reasoning is a focus of academic course loads and campus organizations (College of William & Mary, 2005 ). Students are presented and challenged with issues related to macromorality in multiple settings. Since the comparison group was not receiving the intervention, the difference of scores may be attributed to the institution's emphasis on macromoral learning without the presence of moral development dissonance created by the intervention. Additionally, the classes drawn from the comparison group focused on macromoral issues such as national education policy, concepts of human sexuality viewed globally rather than personally, and examination of pop culture and feminism in society rather than in personal lives. The focus on macromoral dilemmas may have promoted development able to be captured by the DIT-2 in a short amount of time.

<div align="center">Additional Research Questions</div>

This study examined the relationship between sexual assertiveness and ego development. The study found a significant relationship between ego development and sexual assertiveness on the post-test but not on the pre-test. The difference is puzzling but may account for participants, through the course of the semester, obtaining a connection with impulse control, interpersonal style, character development and sexual

assertiveness. Perhaps the ability to assess the relationship between self and others relates to the expression of sexual assertiveness. Impulse control is a component of ego development. A woman who is highly sexually assertive may exhibit a strong sense of impulse control or conversely, a woman who has a less complex ability to control impulse may be less sexually assertive. She may make sexual decisions based on impulsive emotions or situational reactions rather than making purposeful, chosen sexual decisions or requests. Further, interpersonal style within relationships is another component of ego development. There may be a relationship between interpersonal style and sexual assertiveness. A woman who has a strong sense of who she is in relation to others may also have a strong sense of sexual assertiveness. She may be more aware of and confident in her ability to initiate or refuse sexual activity. Conversely, a woman who has a less complex understanding of interpersonal relationships may not understand the complexity of her ability to refuse or initiate sexual behavior.

The study also assessed the relationship between sexual assertiveness and moral development. There was no significant relationship found between the constructs. This non-significant relationship could indicate that individuals access different cognitive structures when employing sexual assertiveness and moral reasoning. The findings could also indicate that a sexually assertive woman may not operate at predictable levels of moral reasoning. Additionally, the findings could indicate that a highly assertive woman may not need to operate at a high level of moral reasoning. Conversely, the lack of correlation may signify that high levels of moral reasoning are associated with lower levels of sexual assertiveness. In relation to the four component model of moral reasoning, there may be a weak relationship between being able to initiate or refuse

sexual behavior and interpreting possible actions, making a judgment about what is fair or just, giving priority to moral values, and persevering through a morally infused decision. However, perhaps this study did not support a relationship due to study limitations and not out of a lack of relationship between the two constructs. If study limitations were minimized, a relationship may be revealed. Finally, a lack of relationship between the constructs may have represented the participants scoring themselves as highly on sexual assertiveness because of the social demand for women to be sexually assertive. In other words, the participants may have been able to determine what answer would score as highly assertive and "faked high" while the morally complex items on the DIT-2 may not have been discernable.

The relationship between ego and moral development was also noted. A strong relationship was found between the two developmental domains. This correlation supports prior research indicating a relationship between the domains (Loevinger, 1980; 1988). Loevinger (1980) describes ego development as a cognitive domain that relates and specifically, subsumes, the moral development domain. The study findings may support this claim due to the strong correlation found between the measurement of ego development (SCT) and moral development (DIT-2).

## Limitations

There are several limitations affecting this study. As aforementioned, the post-testing was conducted the week before finals. Through participant disclosure and the high drop-out rate in the comparison group, the timing of testing may be a major contributor to the results of the study. Another limitation of the study was the length of the intervention. The researcher could not get department acceptance of a two-semester

course and, therefore, had to shorten the preferred length of a year-long intervention to a less desired length of four months.

After qualitative analysis of the supplemental data, another limitation emerged. The intervention may have attended to constructs outside the concepts measured in the study instruments. As noted above, the DIT-2 focuses on assessing the macromoral reasoning and assumptions of participants whereas the intervention dilemma discussions and activities focused on micromorality. Currently, no published instrument is available to assess micromorality, thus, this study was unable to measure moral reasoning growth at a micromoral level.

Additionally, the domain of intellectual development emerged as a significant factor in the intervention groups' experience. Participants, through qualitative data, revealed a growth in understanding the concept of truth and methods of learning. Participants seemed to have noted discrepancies in their original conceptions of ways of knowing and acquisition of truth compared to their conceptions of these constructs at the conclusion of the intervention. Participants addressed personal changes in seeing that knowledge did not necessarily come only from the professor, that there are multiple perspectives of knowledge and truth, and that they had the ability to find and explore knowledge individually and within a group. Perhaps assessing Perry's intellectual positions through the Measure of Intellectual Development (MID), would have captured significant growth in intellectual development (Perry, 1970). This difference may have reflected a growth of intellectual development from the Dualism position to the Multiplicity position. Growth was also noted within Belenky's et al. (1997) views of women's ways of knowing. Some participants seemed to exhibit growth from *silence*, a

form of knowing where women do not speak, to *constructed knowledge*, where women

integrate the voices of all with respect to the context of knowledge. Participants

described, through qualitative data, previous participation in classes. This was often seen

as speaking little and learning only through listening to other classmates' or instructor's

viewpoints. Often these participants, communicated much excitement in discovering the

ability to learn through voicing opinions in class discussions, journals, or Blackboard

postings. Several of these participants expanded this view of knowing by expressing

feelings of empowerment when coming to the realization that they could learn by

formulating their own thoughts, voicing them, and seeing how they fit or did not fit with

other classmates' or the instructor's position. Often, these participants voiced never

experiencing academic learning in that environment. If participants did voice previous

experience, it was often with the history of taking classes within women's studies.

## Implications for Further Research

This study resulted in unexpected findings and several implications for further

research emerged. Clearly, the supplemental, qualitative data gave indication of the

positive impact of the intervention on the participants. The positive trends in sexual

assertiveness and moral reasoning also suggest a positive influence on participants'

cognitive development and sexual assertiveness. This study may indicate the need for a

longer curriculum duration, perhaps one that extends over the entire academic year, in

order to foster growth past disequilibrium and through the restructuring and

reorganization of the cognitive domain. Also, use of multiple instructors, mixed gender,

and multiple investigations could yield robust results. This study may also indicate the

need to assess intellectual development as a result of the intervention within Perry and

Belenky's et al. semi-projective and qualitative assessments. This study may also indicate that a more robust measure of sexual assertiveness should be constructed or further research should be conducted to better understand the results found by the SAS. Research could extend to formulating an instrument that examines the relationship of sexual assertiveness in actual and hypothetical situations. Finally, this study may indicate that another construct of sexuality, such as sexual self-concept, may be better captured in this intervention. There are few valid and reliable instruments measuring constructs of sexuality and this study may highlight the need for further construction of assessments to examine sexual issues.

The supplemental data was provocative and captivating. The study suggests that a qualitative study of the intervention experience could yield valuable information about the needs and particulars of college women's sexuality as well as the intervention participants' experience in a course dedicated to reconstructing female sexuality. A qualitative study might also be able to better capture the growth the intervention participants experienced as a result of the DPE class. A qualitative study could help formulate grounded theory related to college sexuality as well as indicate areas in which healthy and positive sexuality can be promoted in college women.

<div align="center">Conclusion</div>

This research study was an exploration of the impact of a Deliberate Psychological Education model on college women's sexual assertiveness, ego development, and moral development. While the results of the study may seem puzzling, in fact, they provide a framework for further research and help justify future research. The DPE model has been shown to be effective in other environments, and the

intervention shows promise in promoting cognitive development and healthy and positive

sexuality in college women as well. This study represents a point of beginning in the

pursuit of discovering how ego development and moral reasoning might develop through

an educational intervention. Although this study contributes to a base of knowledge of

moral and ego development, further investigation will be necessary to fully understand

the impact of a sexually- infused DPE on college women. As women arrive at college

with decreasing levels of sex education and academic reflection on sexuality while facing

increasing sexual challenges in the college environment, it is imperative that academic

institutions address the needs of college women. Promoting cognitive development

through a DPE modeled course may positively impact women's experience in college and

view of their sexual self.

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APPENDIX A

INFORMED CONSENT FORMS

COURSE PROPOSAL AND COURSE OUTLINE

Informed Consent Form
College of William and Mary
Informed Consent for Participants of Intervention Group

Research Title:  A Sexuality-Infused Deliberate Psychological Education Model for College Women.

Principal Investigator:  Juliana J. Hauser Mills, M.S., NCC

I. The Purpose of this Research
You are invited to participate in a study about the effect of a deliberate psychological education model within the context of sexuality on the sexual assertiveness and ego and moral development of college aged women.   Approximately 80 students will be invited to participate in some phase of this research.

II. Procedures
This research consists of completing a biographic questionnaire, a Defining Issues Test-2 (DIT-2), Sexual Assertiveness Scale (SAS), and Sentence Completion Test (SCT). The approximate length of all instruments is 2 hours. Researcher will also ask for volunteers to participate in a 30 minute interview. The instruments will be completed at two different intervals in the academic year. The first will be the week of August 23, 2004 and the second the week of December 13, 2004.

III. Risks
Discussions, reporting, and reflection of sexuality are usually described by participants as beneficial and personal risks in this research design are minimal. However, the process of reflection on issues in sexuality may cause participants to reconsider their perspectives on the topics in question.
During the instrument completion or interview, you may refrain at any time from answering or elaborating on questions posed by the researcher. This is your choice and no reasons or qualifications will be necessary.  A list of university or local counselors will be provided if requested.

IV. Benefits of this Project
Your participation in this project will provide information that may be helpful in teaching female sexuality, moral development and ego development. No guarantee of benefits beyond the listed compensation has been made to encourage you to participate. You may receive a synopsis or summary of this research when completed. Please provide a written or electronic request with contact information if you would like a summary of this research.

V. Extent of Anonymity and Confidentiality
The information you provide will not include your name, and only a randomly assigned subject number will identify your responses during analysis and any written

reports of the research. You will pick a code name of your choice for narrative data used in the study. In most cases, responses will be reported as group mean data. Any other information or data reported in the study results will have NO identifying information.

## VI. Compensation

For complete participation in this study, you will be entered into a raffle for a sum of $200.00.

## VII. Freedom to Withdraw

You are free to withdraw from this study at any time without penalty. You may also choose not to respond to individual items. If you choose to withdraw, you will not be penalized by reduction in points or grade for the course. You may refuse to complete the assessments without any penalty to your grade. Should you choose to participate, you will be asked to complete all of the assessment instruments at the beginning and end of the semester, the follow-up assessment in the spring semester, and the biographical questionnaire. You will also be asked to actively participate in all class activities. **However, participation and completions of ALL course requirements as stated and described in the course syllabus will be required of ALL students.**

## VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board for projects involving human subjects at the College of William and Mary.

## IX. Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project. Should I have any questions about this research of it conduct, I may contact:

Juliana J. Hauser Mills, Investigator, 757.561.9469, jjmill@wm.edu
Victoria A. Foster, Dissertation Chair, 757. 221.2321, vafost@wm.edu
Gary A. Kreps, Acting Chair, IRB, Research Division, gakreps@wm.edu

## X. Subject's Responsibilities

I am currently 18 years of age or older and I know of no reason I cannot participate in this study. Participation in this study involves the completion of three information and response sessions during the period (1) August, 2004 and (2) December 2004, and (3) March, 2005.

## PLEASE COMPLETE AND SIGN

I have read the above information and fully understand my rights and the terms and conditions of my participation or non-participation in this study.

_____

Signature of participant                    Date

_____

Print Participant's Name

_____

Chosen Code Name for Instruments

Informed Consent Form
College of William and Mary
Informed Consent for Participants

Research Title:  A Sexuality-Infused Deliberate Psychological Education Model for College Women.

Principal Investigator:  Juliana J. Hauser Mills, M.S., NCC

I. The Purpose of this Research
        You are invited to participate in a study about the effect of a deliberate psychological education model within the context of sexuality on the sexual assertiveness and ego and moral development of college aged women.   Approximately 80 students will be invited to participate in some phase of this research.

II. Procedures
        This research consists of completing a biographic questionnaire, a Defining Issues Test-2 (DIT-2), Sexual Assertiveness Scale (SAS), and Sentence Completion Test (SCT). The approximate length of all instruments is 2 hours. Researcher will also ask for volunteers to participate in a 30 minute interview.  The instruments will be completed at three different intervals in the academic year. The first will be the week of August 23, 2004 and the second the week of December 13, 2004.

III. Risks
        Discussions, reporting, and reflection of sexuality is usually described by participants as beneficial, and personal risks in this research design are minimal. However, the process of reflection on issues in sexuality may cause participants to reconsider their perspectives on the topics in question.
        During the instrument completion or interview, you may refrain at any time from answering or elaborating on questions posed by the researcher.  This is your choice and no reasons or qualifications will be necessary.  A list of university or local counselors will be provided if requested.

IV. Benefits of this Project
        Your participation in this project will provide information that may be helpful in teaching female sexuality, moral development and ego development.  No guarantee of benefits beyond the listed compensation has been made to encourage you to participate. You may receive a synopsis or summary of this research when completed.  Please provide a written or electronic request with contact information if you would like a summary of this research.

V.  Extent of Anonymity and Confidentiality
        The information you provide will not include your name, and only a randomly assigned subject number will identify your responses during analysis and any written reports of the research.  You will pick a code name of your choice for narrative data used

in the study. In most cases, responses will be reported as group mean data. Any other information or data reported in the study results will have NO identifying information.

## VI. Compensation

For complete participation in this study, you will be entered into a raffle for a sum of $200.00.

## VII. Freedom to Withdraw

You are free to withdraw from this study at any time without penalty. You may also choose not to respond to individual items. You may refuse to complete the assessments without any penalty. Should you choose to participate, you will be asked to complete all of the assessment instruments at the beginning and end of the semester, the follow-up assessment in the spring semester, and the biographical questionnaire.

## VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board for projects involving human subjects at the College of William and Mary.

## IX. Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project. Should I have any questions about this research of it conduct, I may contact:

Juliana J. Hauser Mills, Investigator, 757.561.9469, jjmill@wm.edu
Victoria A. Foster, Dissertation Chair, 757. 221.2321, vafost@wm.edu
Gary A. Kreps, Acting Chair, IRB, Research Division, gakreps@wm.edu

## X. Subject's Responsibilities

I am currently 18 years of age or older and I know of no reason I cannot participate in this study. Participation in this study involves the completion of three information and response sessions during the period (1) August, 2004 and (2) December 2004, and (3) March, 2005.

## PLEASE <u>COMPLETE</u> AND <u>SIGN</u>

I have read the above information and fully understand my rights and the terms and conditions of my participation or non-participation in this study.

_____

Signature of participant                                     Date

_____

Print Participant's Name

_____

Chosen Code Name for Instruments

# INFORMED CONSENT
## AUTHORIZATION FOR AUDIOTAPING INTERVIEW

1. The purpose of the interview is to further evaluate the effectiveness of the female sexuality course.

2. You may refuse to be interviewed without any penalty to your grade. Should you choose to be interviewed, you will be asked questions about your experiences in the class.

3. All interviews will be audiotaped. Tapes will be erased upon completion of their use by the researcher. The identification code used for all assessments will be used to identify information.

4. Interview responses and any other information used in the final study report will have NO identifying information.

PLEASE COMPLETE AND SIGN

I, _____, have read the above information and fully understand my
       (Print Name)
rights and the terms and conditions of my participation or non-participation in the

interview process.

_____
Signature

_____
Date

# INFORMED CONSENT
## AUTHORIZATION FOR USE OF JOURNAL REFLECTIONS AND BLACKBOARD DISCUSSIONS

1. The purpose of the reflection journal collection and Blackboard discussion is to further evaluate the effectiveness of the female sexuality course.

2. You may refuse to be volunteer your journal entries or entry and Blackboard discussion without any penalty to your grade. Excerpts from your journal and Blackboard discussions may be used to qualitatively support quantitative findings on the effectiveness of the female sexuality course.

3. Journal entries and Blackboard discussion responses and any other information used in the final study report will have NO identifying information.


PLEASE COMPLETE AND SIGN

I, _____, have read the above information and fully understand my
          (Print Name)
rights and the terms and conditions of my participation or non-participation in submitting my journal reflections and Blackboard discussion.


_____
Signature

_____
Date

COLLEGE OF WILLIAM AND MARY
COURSE OUTLINE

COURSE NUMBER <u>WS 390</u>   CREDIT HOURS __3__

COURSE TITLE <u>Reconstructing Female Sexuality: Examining the Cycle of Sexual Decisions</u>

COURSE PREREQUISITES <u>None</u>

## CATALOG DESCRIPTION

This class is a topic seminar designed to critically examine the cycle of sexual decisions and the construction of self in college-aged women. A central component of this class will be a recognition and promotion of young women's strengths, diversity, life challenges, and values in contemporary society. The influence of the power of social construction upon young women's meaning making of their sexual decisions will be examined. Students will explore how they define themselves as females and sexual beings in the context of their family of origin, modern society, developmental stages, and religion/spirituality.

## RELATIONSHIP OF THIS COURSE TO PROGRAM REQUIREMENTS

This course is recommended to all students majoring or minoring in the Women's Studies program or who possess an interest in female sexuality. It may be taken by students in other designate programs as well. This course is designed to meet requirements for an elective in Area I (Humanites) or Area II (Social Science).

## COURSE OBJECTIVES

The major objective for this course is to provide an opportunity for college-aged, college-enrolled women to explore the meaning of their sexual decisions and its affect on their constructions of self through readings, discussion, individual reflections, and class presentations on topics relevant to female sexuality. Supporting objectives include:

Class members will...

1.    Become knowledgeable about current issues involved with female sexuality

including race, gender, sexual orientation, religion/spirituality, politics, and culture.

2. Critically analyze their constructions of self in terms of their own sexuality and sexual decisions.
3. Identify challenges facing young women's interpretation of their sexuality.

4. Demonstrate the ability to reflect upon various perspectives related to the dilemmas raised in class.
6. Demonstrate the ability to explore dilemmas through dialectic discussion.
7. Articulate a personal commitment in written essays to a chosen point of view or process of decision-making regarding pertinent issues presented in class.

## SUBJECT MATTER CONTENT
Didactic component-Illustrative component includes:

1. Feminism and Sexuality
2. Development of Sexuality
3. Race, Culture, Gender, Politics, Religion/Spirituality, and Power in Conceptualizing Female Sexuality
4. Female Sexuality in Diverse Populations

Contemporary Issues component- Topics selected for the course will vary according to the recommendations of the class participants. Sample topics include:

1. Affect of age of onset of puberty and first sexual experience on sexuality
2. Sexual assertiveness
3. Pregnancy/abortion
4. Excerpts from Tolman's *Dilemmas of Desire*
5. Viewings of excerpts of movies/television
6. How media affects female sexuality
7. Sex education
8. Sexual trauma
9. Technology and sexuality
10. Pornography and sexuality
11. Fantasy and masturbation

## ILLUSTRATIVE COURSE ACTIVITIES

1. Student pairs will be responsible for directing and leading class discussions and student-designed activities; conduct role plays, share ideas, and present their opinions and perspectives.
2. Two exams will be assessed as a critical analysis of selected concepts. These "take-home" exams will be researched and written individually.
3. Each student will keep a weekly journal and will be required to write at least one entry per week on assigned and individually-driven topics.
4. Students will be required to partake in a meaningful role-taking experience

throughout the two semesters. The role will take place outside of the classroom and will include activities such as volunteering at a rape crisis hotline, working with a high school teacher to devise a sex education program, and presenting to peer groups about sexuality.

5.  Students will be responsible for participating in large and small group discussions about dilemmas related to sexuality and sexual decisions. The dilemmas will come in the form of articles, current events, music, real-life stories, excerpts from books, movies, or television.

## MINIMAL STUDENT REQUIREMENTS

1.  Complete reading required in text and research literature.
2.  Successfully complete two take home exams as described above.
3.  Write a paper on a selected and approved topic drawing upon one or more of the dilemmas presented in class.
4.  A team of students will present a teaching/learning example of a topic relevant to female sexuality and sexual decisions and lead class discussion on the topic.
5.  Regular class attendance.

## REQUIRED TEXT:

Tolman, Deborah. (2002). *Dilemmas of Desire.*

*Proposal Title:*      Reconstructing Female Sexuality: Examining the Cycle of Sexual

Decisions

*Investigator:*      Juliana Mills, MS, NCC (Nationally Certified Counselor)

Doctoral Student, PhD in Counselor Education and Supervision

School of Education

*Proposal Rationale:*

Humans are a unique species, in part, because our evolution culminates in our

ability to have choice and pleasure in our sexual decisions and behaviors. In a cyclical

fashion, who we are shapes the definition of our personal sexuality and how we make

meaning of our own sexuality significantly affects our construction of self. Constructions

of sexuality are fluid and rooted in our singular experiences yet each of our lives contains

multiple realities and narratives about who we are and how we interact with others

(Foster, 2001). These stories are heard in their gender, class, racial/ethnic, and socio-

cultural contexts. Concurrently, gender "braids with social class, race/ethnicity, age,

disability (or not) and sexual orientation as well as social context to produce socially and

historically constituted subjectivities" (Fine, 1992, p.3). The hallmark of sexuality is its

complexity: its multiple meanings, sensations, and connections.

Young adulthood delineates a pivotal sexual developmental milestone for women.

During adolescence and young adulthood, gender identities and sexual attitudes dominate

a woman's consciousness (Durham, 1998). Also, noted in Hill & Lynch (1983), sex-

appropriate behavior becomes a key issue during young adulthood. A body of literature

indicates that sexual attitudes and activity significantly differ between males and females in young adulthood (Durham, 1998). DeGaston, Week & Jensen (1996) acknowledge that young women are socialized in a culture which is "perceived, interpreted, and valued quite differently than....the dominant, masculine culture" (p. 219). Young women's socialized emphasis on emotion and relationship in the context of sexual activity appears incongruent with young men's socialized emphasis on the actual sex act (Tiefer, 1991). This disconnect often obscures young women's meaning making of their own sexual desire, feelings, and decisions (Tolman, 1991). Women, historically, have defined sexuality in terms of what pleases men, and, according to Tiefer (1991), "what we must do is redefine our sexuality" (p.6).

Young women are particularly susceptible to emotional consequences in sexual decision-making due to their positions of powerlessness, influence of peers, and dictations by societal stereotypes and expectations (Rosenthal, Lewis, & Cohen, 1996; Quadagno, Sly, Harrison, Eberstien & Soler, 1998). Sexual decisions are shaped by various factors including personality, education, spirituality, socioeconomic status, and family; however, in young adulthood, peers are an integral source of information and influence. Further research suggests that young women connect sexual behavior with love and focus on fulfilling the needs of such theoretic or real-life loved ones rather than their own sexual needs or desires (Moore & Rosenthal, 1983).

The way society defines the term, *sexuality*, influences our personal definition of sexuality. Concurrently, our personal construction of sexuality significantly effects our construction and meaning making of self. Self can be defined through our levels of ego and moral development as well as the strength of the concept of self and interpersonal

relationships. Our concept of self is influenced by our sexual decisions, the ramifications of these decisions, and our meaning making of the positive and negative consequences of such actions. In order to help young women make empowered, thoughtful, and meaningful decisions, they must be encouraged to grow totally so that "all their power of judgment can be brought to bear on an aspect of their life which cannot be successfully isolated from the rest of their personality"(Diamond & Karlen, 1980, p. 489).

Reasoning and behavior are strongly aligned with the level of complexity of psychological functioning of an individual (Foster & McAdams, 1998). Research in psychological complexity, as described by the broad theory of cognitive development theory, indicates that individuals have an intrinsic motivation toward competence and mastery. This motivation occurs in stages with each stage representing an individual's current mode of meaning making. The movement is sequential and hierarchical in manner and is contextually driven by the interaction between the person and environment. Research has suggested that formal education that encourages questioning, inquiring and openness to evidence and argument enhances psychological development (McNeel, 1994).

The purpose of this proposal is to study if a classroom environment affects the cognitive development and the self-concept and interpersonal relationships of college-aged women. Exploration and examination of sexual decision-making will be the vehicle through which self is constructed. Hypothetically, when a young woman raises or expands her cognitive development, her concept of self strengthens and she has an empowered, purposeful response and construction of her sexual decisions. In turn, her view of self strengthens, affecting her future sexual decisions and constructions of

interpersonal relationships. The curriculum is not a matter of more class time and fewer students, but instead a sustained teaching/learning process of engaging students in reflection and meaning making in the midst of the challenge of the college experience

## Method

*Participants*
Participants will be college-aged (18-22) women who have enrolled in a Women's Studies Topics class.

*Instruments*
Students will be pre- and post-tested using the DIT, SCT, Bracken's Self-Concept Scale, and Bracken's Interpersonal Relations Scale.

*Procedure*
Students will be requested to participate in the study. Approximately 15-20 collge women are anticipated to enroll in the two-semester course. All ethical requirements for research with human subjects will be strictly adhered to throughout the study. During the initial class, students will be informed of the general purpose of the study, the procedures for maintaining confidentiality, and their rights as participants, including to not participate or to terminate their participation at any time during the course of the study. Refusal to give permission will not interfere with enrollment in the class. Once consent has been obtained, students will be administered the dependent variables. Procedures will be repeated for post-testing in mid-March during the second semester of the class.

*Analysis*
Analysis will include a repeated measures ANOVA. As data is analyzed, follow-up tests will be utilized to determine differences among assessments and time (pre- and post-testing) to determine possible interactive effects. Descriptive data will also be provided

for all appropriate variables. Selected case studies will be used to provide contextual and

process data.

APPENDIX B

INSTRUMENTS AND INTERVIEW GUIDE

# BIOGRAPHICAL QUESTIONNAIRE

Identification Code: _____
(Three Letters and Three Numbers-e.g. ARH 123)

Email contact:_____

Age (in years):_____    Education Level (e.g. Junior):_____
Birthdate:_____    Student Status: _____Full-time
                                               _____Part-time

Declared Major:_____
Declared Minor:_____
Possible/Probable Major (if undeclared):_____

Race: _____African American          _____Native American/Pacific
      _____Asian American            _____Latin American/Hispanic
      _____Caucasian/European American  _____Multiracial

Sexual Orientation:
_____Heterosexual                    _____Transgender
_____Lesbian                         _____Questioning
_____Bisexual

Spiritual Affiliation:
_____Catholic              Agnostic_____        Buddhist_____
_____Jewish                Muslim_____
_____Protestant, please specify_____ Atheist_____
_____Christian, please specify_____ Islamic_____

Is your spiritual affiliation different from your family's background? If so, what is the difference? _____

Would you consider your spiritual affiliation:
_____Devout
_____Moderately devout
_____Not at all devout

Number of people in your family(includes family of origin, relatives influential in raising you, those related by blood or marriage, non-relatives who you regard as family):
_____Parent(s)
_____Brother(s)
_____Sister(s)
_____Grandparent(s)
_____Step-parent(s)
_____Step-sibling(s)
_____Half-sibling(s)

_____Other, please explain_____
_____

Description of your hometown:
_____Rural
_____Suburb
_____Urban
Highest education level of mother:_____

Highest education level of father: _____

Estimated family income: _____

Marital Status:
_____ Single (never married)            _____Separated
_____Widowed                            _____Divorced
_____Married

Dating Status:
_____Never dated
_____Not currently dating
_____In exclusive relationship; _____months/years
_____Dating casually

Member of Sorority?
_____Yes
_____No

Where do you live?
_____On Campus dorm
_____Sorority house
_____House or apartment off campus, alone
_____House or apartment off campus, roommate(s) opposite sex, no romantic
        involvement
_____House or apartment off campus, roommate(s) same sex, no romantic involvement
_____House or apartment off campus, with partner
_____Other, please explain_____

Prior Sexuality Education or Training:
_____Formal course
_____High school sex education
_____Family Discussions
_____Other, please specify _____

**Sexual Assertiveness Scale**

Think about a person YOU USUALLY HAVE SEXUAL ACTIVITY WITH or SOMEONE YOU USED TO HAVE SEXUAL ACTIVITY WITH REGULARLY.

Answer the next questions with that person in mind, Answer what you think you might do if you have not done some of these things and indicate as such. There are 18 items. "Sex" is defined as "vaginal or anal penetration" in this survey.

Answer Indicator:

A= Never, 0 % of the time

B= Sometimes, about 25% of the time

C= About 50% of the time

D= Usually, about 75% of the time

E= Always, 100% of the time

F= Never participated in the activity

1. I begin sex with my partner if I want to.

A      B      C      D      E      F

2. 1 let my partner know if I want my partner to touch my genitals.

A      B      C      D      E      F

3. I wait for my partner to touch my genitals instead of letting my partner that's what I want.

A      B      C      D      E      F

4. I wait for my partner to touch my breasts instead of I letting my partner know that's what I want.

A      B      C      D      E      F

5. I let my partner know if I want to have my genitals kissed.

A      B      C      D      E      F

6. Women should wait for men to start things like breast touching. (Hetereosexist connotation is noted)

A      B      C      D      E      F

7. I give in and kiss if my partner pressures me, even if I already said no.

A      B      C      D      E      F

8. I put my mouth on my partner's genitals if my partner wants me to, even if I don't want to..

A      B      C      D      E      F

9. I refuse to let my partner touch my breasts if I don't want that, even if my partner insists.

A        B        C        D        E        F

10. I have sex if my partner wants me to, even if I don't want to.

A        B        C        D        E        F

11. If I said no, I won't let my partner touch my genitals even if my partner pressures me.

A        B        C        D        E        F


12. I refuse to have sex if I don't want to, even if my partner insists.

A        B        C        D        E        F

13. I have sex without a condom or latex barrier if my partner doesn't like them, even I want to use one.

A        B        C        D        E        F

14. I have sex without using a condom or latex barrier if my partner insists, even if I don't want to.

A        B        C        D        E        F

15. I make sure my partner and I use a condom or latex barrier if my partner wants.

A        B        C        D        E        F

16. I have sex without using a condom or latex barrier if I want to, even if my partner doesn't like them.

A        B        C        D        E        F

17. I insist on using a condom or latex barrier if I want to, even if my partner doesn't like them.

A        B        C        D        E        F

18. I refuse to have sex if my partner refuses to use a condom or latex barrier.

A        B        C        D        E        F

SENTENCE COMPLETION TEST FOR WOMEN   (Form 81)                    ID # _____

Instructions: Complete the following sentences.

1. When a child will not join in a group

2. Raising a family

3. When I am criticized

4. A man's job

5. Being with other people

6. The thing I like about myself is

7. My mother and I

8. What gets me into trouble is

9. Education

10. When people are helpless

11. Women are lucky because

12. A good father

13. A girl has a right to

14. When They talked about sex, I

15. A wife should

16. I feel sorry

17. A man feels good when

18. Rules are

DIT-2

Defining Issues Test

Version 3.0

University of Minnesota                    Copyright, James Rest & Darcia Naxvaez
Center for Research in Ethical Development     All Rights Reserved, 1998


Instructions

This questionnaire is concerned with how you define the issues in a social problem

Several stones about social problems will be described. After each story, there will be a list
of questions. The questions that follow each story represent different issues that might be
raised by the problem.  In other words, the questions/issues raise different ways ofjudgino
what is important in making a decision about the social problem. You will be asked to rate
and rank the questions in terms of how important each one seems to you.
This questionnaire is in two parts: one part contains the INSTRUCTIONS (this part) and the
stories presenting the social problems; the other part contains the questions (issues) and the
ANSWER SHEET on which to write your responses.

Here is an example of the task:

Presidential Election

Imagine that you are about to vote for a candidate for the Presidency of the United
States.  Imagine that before you vote, you are given several questions, and asked which issue
is the most important to you in making up your mind about which candidate to vote for. In
this example, 5 items are given.  On a rating scale of 1 to 5 (l=Great, 2=Much, 3=Some,
4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one
of the bubbles on the answer sheet by each item.

Assume that you thought that item #1 (below) was of great importance, item #2 had
some importance, item #3 had no importance, item #4 had much importance, and item #5 had
much importance. Then you would fill in the bubbles on the answer sheet as shown below.

12345

```
G M S  L N
r  u  o  i  o
e  c  m  t
a   h  e  t
t                    1      .

        e
```

Item #:


f  o  o  0  0   1. Financially are you personally.better off now than you

were four years ago?

00^00   2. Does one candidate have a superior personal moral

character?

0  0  0  0  <   3. Which candidate stands the tallest?

0 • 0 00   4. Which candidate would make the best world leader?

0^000   5. Which candidate has the best ideas for our country's

internal problems, like crime and health care?

Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers at the top, 1 through 12, represent the item number. From
top to bottom, you are asked to fill in the bubble that represents the item in first importance
(of those given you to chose from), then second most important, third most important, and
fourth most important. Please indicate your top four choices.  You might fill out this part, as
follows:

Item number:    12  3  4  5  67  8  9 10 11 12

Most important item   •OOOOOOOOOO     ·
Second most important  OOOO^OOOOOQO
Third most important   000^00000000

Fourth most important  0^0000000000

Note that some of .the items may seem irrelevant to you (as in item #3) or not make sense to you—in that case, rate the item as "No" importance and do not rank the item.
Note
that in the stories that follow, there will be 12 items for each story,  not five.  Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story.  After (he story, you will be asked to indicate the action you favor on a seven-point scale (l=strongly favor some action,  7=strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet.  Please use a #2 pencil.  If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

[Notice the second part of this questionnaire, the Answer Sheet. The Identification Number at the top of the answer sheet may already be filled in when you receive your materials.  If not, you will receive instructions about how to fill in the number.  If you have
questions about the procedure, please ask now.

Please turn now to the Answer Sheet.]

Famine -(Story #1)

The small village in northern India has experienced shortages of food before but this

year s famine is worse than ever. Some families are even trying to feed themselves by

making soup from tree bark. Mustaq Singh's family is near starvation. He has heard mat a

rich man m his village has supplies of food stored away and is hoarding food while its price
goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks

about stealing some food from the rich man's warehouse.  The small amount of food that he
needs for his family probably wouldn't even be missed.
[If at any time you would like to reread a story or the instructions, feel free to do so
Now
turn to the Answer Sheet,' go to the 12 issues and rate and rank them in terms of how important each issue seems to you.]

Reporter -(Story #2)

Molly Dayton has been a news reporter for the Gazette newspaper for over a decade
Almost by accident, she learned that one of the candidates for Lieutenant Governor for her
state, Grover Thompson, had been arrested for shop-lifting 20 years earlier.  Reporter Dayton
found out that early in his life. Candidate Thompson had undergone a confused period and
done things he later regretted, actions which would be very out-of-character now.  His shop-
lifting  had been a minor offense and charges had been dropped by the department store.
Thompson has not only straightened himself out since then. but built a distinguished record in
helping many people and in leading constructive community projects. Now, Reporter Dayton
regards Thompson as the best candidate in the field and likely to go on to important
leadership positions in the state.  Reporter Dayton wonders whether or not she should write
the story about Thompson's earlier troubles because in the upcoming close and heated
election, she fears that such a news story could wreck Thompson's chance to win.

[Now turn to the Answer Sheet, go to the 12 issues/or this story, rate and rank them in terms
of how important each issue seems to you.]

School Board -(Story #3)~~————————

Mr. Grant has been elected to the School Board District 190 and was chosen to be

Chairman. The district is bitterly divided over the closing of one of the high schools. One of

the high schools has to be closed for financial reasons, but there is no agreement over which

school to close. During his election to the School Board, Mr. Grant had proposed a series of

"Open Meetings" in which members of the community could voice their opinions. He hoped

that dialogue would make the community realize the necessity of closing one high school.

Also he hoped that through open discussion, the difficulty of the decision would be

appreciated, and that the community would ultimately support -the school board decision.  The
first Open Meeting was a disaster.  Passionate speeches dominated the microphones and
threatened violence.  The meeting barely closed without fist-fights.  Later in the week, school
board members received threatening phone calls.  Mr. Grant wonders if he ought to call off
the next Open Meeting.
{Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms
of how important each issue seems to you.]


Cancer -(Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer.  She is in terrible

pain and asks the doctor to give her more pain-killer medicine.  The doctor has given her the

maximum safe dose already and is reluctant to increase the dosage because it would probably
hasten her death.  In a clear and rational mental state, Mrs. Bennett says that she realizes
this; but she wants to end her suffering even if it means ending her life.  Should the doctor
give her an increased dosage?
[Now turn to the Answer Sheet, go to the 12 issues/or this story, rate and rank them in terms
of how important each issue seems to you.]
Demonstration -(Story #5)

Political and economic instability in a South American country prompted the
President of the United States to send troops to "police" the area.  Students at many
campuses in the U.S.A. have protested that the United States is using its military might for
economic advantage.  There is widespread suspicion that big oil multinational companies are
pressurmg the President to safeguard a cheap oil supply even if it means loss of life. Students
at one campus took to the streets in demonstrations, tying up traffic and stopping regular
business in the town.  The president of the university demanded that the students stop their
illegal demonstrations.  Students then took over the college's administration building
completely paralyzing the college.  Are the students right to demonstrate in these ways?

[Now turn to the Answer Sheet, go to the 12 issues/or this story, rate and rank them in terms

of how important each issue seems to vnu.J

DIT'2 Answer Sheet

University of Minnesota

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IDENTIFICATION

NUMBER

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Please read story #1 in the INSTRUCTIONS booklet.

Famine — (Story #1)

What should Mustaq Singh do! Do you favor the action of taking the food? (Mark one.)

Q Should take the food  (j) Can't decide   (a) Should not take the food

/.^^

^^^^> Rate the following 12 issues in terms of importance (1-5)

(^^c0^-^ ^ate we following 12 issues in terms of importance {!-.>}

0 © ® ® ©   1 •  Is Mustaq Singh courageous enough to risk getting caught for stealing?

® © © © ©   2. Isn't it only natural for a loving father to care so much for his family that he would steal?

® © © © ©   3. Shouldn't the community's laws be upheld?

® © © © ©   4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?

® © © © ®   5. Does the rich man have any legal right to store food when other people are starving?

© ® ® ® ©   6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?

© ® ® ® ®   7. What values are going to be the basis for social cooperation?

® ® ® ® ©   8. Is the epitome of eating reconcilable with the culpability of stealing?

® © © ® ©   9. Does the rich man deserve to be robbed for being so greedy?

®@®®® 10. Isn't private property an institution to enable the rich to exploit the poor?

® © © © © 11. Would stealing bring about more total good for everybody concerned or wouldn't it?

® © ® © © 12. Are laws getting in the way of the most basic claim of any member of a society?

Rank which issue is the most important (item number).

Most important item    ®©®®©®®®®@(5)®        Third most important
®©®®©®®®®©®©

Second most important ®©®®©®®®®@®®        Fourth most important
®®®®®®®®®®@©

Now please return to the Instructions booklet for the next story._____

Reporter — (Story #2)
Do you favor the action of reporting the story? (Mark one.)

© Should report the story   ® Can't decide

® Should not report the story

J^J^

^^)^> Rate the following 12 issues in terms of importance (1-5)

©@®©® 1- Doesn't the public have a right to know all the facts about all the candidates for office?      i

® ® ® ® ©   2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?

® @ © ® ©   3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for

investigative reporting?

® © ® ® ©   4. Since voting is such a joke anyway, does it make any difference what reporter Dayton does?

© © © ® ©   5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?

® @ © © ©   6. What would best serve society?

© © © © ©   7. If the story is true, how can it be wrong to report it?

® © © © ®   8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate

Thompson?

®©®®@ 9. Does the right of "habeas corpus" apply in this case?

© © © © © 10. Would the election process be more fair with or without reporting the story?

© © ® ® © 11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns

about them, good and bad?

® © ® ® ® 12. Isn't it a reporter's duty to report all the news regardless of the circumstances?

Rank which issue is the most important (item number).                    /-./-./-.

Most important item   ®©®®©®©®®@®@        Third most important
®@®®©®®®®@®@

Second most important ®@®®®®®®®®@®        Fourth most important
®©®®©©®®®@®@

Now please return to the Instructions booklet for the next story._____

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School Board - (Story #3)
Do you favor calling off the next Open Meeting?

Q Should call off the next open meeting  © Can't decide    ® Should have the next open meeting

A-^^

•»>    ^Cf^?^
R  (^'^c0^-^ Rate the following 12 issues in terms of importance (1-5)

—® ® ® ® ® 1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?

R® © ® ® © 2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open
HIMeetings?

—® @ © ® ® 3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?

—® © ® ® © 4. Would the change in plans prevent scientific assessment?

—© @ © ® © 5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making
—decisions in closed meetings?

™© © ® ® © 6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?

—© © ® ® ® 7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?

—® © ® ® © 8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making
—long speeches?

—© © © ® © 9. Are some people deliberately undermining the school board process by playing some sort of power game?

—®@®®® 10. What effect would stopping the discussion have on the community's ability to handle controversial issues
iin the future?

™© © © ® ® 11 • Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and
—democratic?

™®@®®© 12. What is the likelihood that a good decision could be made without open discussion from the community?

—Rank which issue is the most important (item number).

»Most important item ©©®®®®®®®®@®    Third most important ®©®®©©®®®®®©

—Second most important ®@®®©©©®®@®@    Fourth most important ®@®®©®©®®@®©

IMNow please return to the Instructions booklet for the next story.

—Cancer — (Story #4)

^Do you favor the action of giving more medicine?

—® Should give Mrs. Bennett an increased dosage to make her die @ Can't decide @ Should not give her an increased dosage

/^^

^'CJ.SfC'
^-^c0^-^ ^ate the following 12 issues in terms of importance (1-5)

<? ^<y'>^   JKate we following i^, issues in terms of importance { J. -:?/

® ® ® ® ®   1 • Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as

killing her?

® ® ® ® ©   2. Wouldn't society be better off without so many laws about what doctors can and cannot do?

® © © © ©   3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?

© © © ® ©   4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?

© © © ® ©   5. Is the painkiller medicine an active heliotropic drug?

© © ® ® ©   6. Does the state have the right to force continued existence on those who don't want to live?

® @ ® ® ©   7. Is helping to end another's life ever a responsible act of cooperation?

© © ® © ®   8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?

® © ® ® ®   9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?

®@®®© 10. Should only God decide when a person's life should end?
©@®®© 11- Shouldn't society protect everyone against being killed?
® ® ® ® © 12. Where should society draw the line between protecting life and allowing someone to die if the person

wants to?
Hank which issue is the most important (item number).
Most important item   ©@ @®©©®®®®@ @      Third most important ®®®®©®®®®(io)®©
Second most important ©@ @®©©©®®@®@      Fourth most important Q®®®®®®®®®®®

Now please return to the Instructions booklet for the next story.

PLEASE DO NOT WRITE IN THIS AREA
Demonstration — (Story #5)
Do you favor the action of demonstrating in this way?

© Should continue demonstrating in these ways@ Can't decide® Should not continue demonstrating in these ways

/-^^


^o^'^
(^-^c0^^^ate the following 12 issues in terms of importance (1-5)
© © © © ©1. Do the students have any right to take over property that doesn't belong t
® ® ® ® ®2. Do the students realize that they might be arrested and fined, and even e»
® ® ® ® ©3. Are the students serious about their cause or are they doing it just for fur
© © ® ® ©4. If the university president is soft on students this time, will it lead to more
© © ® ® ®5. Will the public blame all students for the actions of a few student demons
® © ® ® ©6. Are the authorities to blame by giving in to the greed of the multinational
© © ® © ©7. Why should a few people like Presidents and business leaders have more
© © © ® ©8. Does this student demonstration bring about more or less good in the lor
© @ ® ® ©9. Can the students justify their civil disobedience?
© © © ® ©10. Shouldn't the authorities be respected by students?
©©©©©11- Is taking over a building consistent with principles of justice?
© © © ® ©12. Isn't it everyone's duty to obey the law, whether one likes it or not?

© © ® ® ®   1. Do the students have any right to take over property that doesn't belong to them?
® ® ® ® ®   2. Do the students realize that they might be arrested and fined, and even expelled from school?
® ® ® ® ©   3. Are the students serious about their cause or are they doing it just for fun?

© © © © ©   4. If the university president is soft on students this time, will it lead to more disorder?

© © © ® ©   5. Will the public blame all students for the actions of a few student demonstrators?

® © © © ©   6. Are the authorities to blame by giving in to the greed of the multinational oil companies?

© © © ® ®   7. Why should a few people like Presidents and business leaders have more power than ordinary people?

® @ ® ® ®   8. Does this student demonstration bring about more or less good in the long run to all people?

© © © © ®   9. Can the students justify their civil disobedience?

© © © © © 10. Shouldn't the authorities be respected by students?

©©®®@ 11- Is taking over a building consistent with principles of justice?

® ® ® ® ® 12. Isn't it everyone's duty to obey the law, whether one likes it or not?

Rank which issue is the most important (item number).

Most important item   ®®®®©®®®®@(5)@        Third most important ®©®®®®®®®<S»®©

Second most important ®©®®©®®®®@®@        Fourth most important ®@®®©®®®®@ @©

Please provide the following information about yourself:

1. Age in

   years:

®®
®®
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Q®
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®®

2. Sex (mark one):  Q Male     0 Female

3. Level of Education (mark highest level of formal education attained, if you are currently working at

   that level [e.g., Freshman in college] or if you have completed that level [e.g., if you finished your

   Freshman year but have gone on no further].)

0 Grade 1 to 6

0 Grade 7, 8, 9

0 Grade 10, 11, 12

0 Vocational/technical school (without a bachelor's degree) (e.g., Auto mechanic, beauty school, real estate,

  secretary, 2-year nursing program).

0 Junior college (e.g., 2-year college, community college, Associate Arts degree)

0 Freshman in college in bachelor degree program.

0 Sophomore in college in bachelor degree program.

0 Junior in college in bachelor degree program.

0 Senior in college in bachelor degree program.

0 Professional degree (Practitioner degree beyond bachelor's degree) (e.g., M.D., M.B.A., Bachelor of Divinity,

  D.D.S. in Dentistry, J.D. in law, Masters of Arts in teaching, Masters of Education [in teaching], Doctor of

  Psychology, Nursing degree along with 4-year Bachelor's degree)

0 Masters degree (in academic graduate school)

0 Doctoral degree (in academic graduate school, e.g., Ph.D. or Ed.D.)

0 Other Formal Education. (Please describe: _____

4. In terms of your political views, how would

  you characterize yourself (mark one)?

0 Very Liberal

0 Somewhat Liberal

0 Neither Liberal nor Conservative

0 Somewhat Conservative

0 Very Conservative

5. Are you a citizen of the U.S.A.?

0 Yes   0 No

6. Is English your primary language?

0 Yes   0 No

Thank You.

PLEASE DO NOT WRITE IN THIS AREA

# DIT-2 Answer Sheet

University of Minnesota
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IDENTIFICATION NUMBER

*Please read story #1 in the INSTRUCTIONS booklet.*

## Famine -- (Story #1)

*What should Mustaq Singh do? Do you favor the action of taking the food? (Mark one.)*

① Should take the food  ② Can't decide  ③ Should not take the food

### Rate the following 12 issues in terms of importance (1-5)

GREAT  MUCH  SOME  LITTLE  NO

1. Is Mustaq Singh courageous enough to risk getting caught for stealing?
2. Isn't it only natural for a loving father to care so much for his family that he would steal?
3. Shouldn't the community's laws be upheld?
4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?
5. Does the rich man have any legal right to store food when other people are starving?
6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?
7. What values are going to be the basis for social cooperation?
8. Is the epitome of eating reconcilable with the culpability of stealing?
9. Does the rich man deserve to be robbed for being so greedy?
10. Isn't private property an institution to enable the rich to exploit the poor?
11. Would stealing bring about more total good for everybody concerned or wouldn't it?
12. Are laws getting in the way of the most basic claim of any member of a society?

*Rank which issue is the most important (item number).*

Most important item  ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫    Third most important  ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important  ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫    Fourth most important  ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

### *Now please return to the Instructions booklet for the next story.*

## Reporter -- (Story #2)

*Do you favor the action of reporting the story? (Mark one.)*

① Should report the story  ② Can't decide  ③ Should not report the story

### Rate the following 12 issues in terms of importance (1-5)

GREAT  MUCH  SOME  LITTLE  NO

1. Doesn't the public have a right to know all the facts about all the candidates for office?
2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?
3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?
4. Since voting is such a joke anyway, does it make any difference what reporter Dayton does?
5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?
6. What would best serve society?
7. If the story is true, how can it be wrong to report it?
8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?
9. Does the right of "habeas corpus" apply in this case?
10. Would the election process be more fair with or without reporting the story?
11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad?
12. Isn't it a reporter's duty to report all the news regardless of the circumstances?

*Rank which issue is the most important (item number).*

Most important item  ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫    Third most important  ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important  ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫    Fourth most important  ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

### *Now please return to the Instructions booklet for the next story.*

PLEASE DO NOT WRITE IN THIS AREA

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## School Board -- (Story #3)

*Do you favor calling off the next Open Meeting?*

① Should call off the next open meeting   ② Can't decide   ③ Should have the next open meeting

**GREAT MUCH SOME LITTLE NO**

*Rate the following 12 issues in terms of importance (1-5)*

①②③④⑤  1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?

①②③④⑤  2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?

①②③④⑤  3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?

①②③④⑤  4. Would the change in plans prevent scientific assessment?

①②③④⑤  5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?

①②③④⑤  6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?

①②③④⑤  7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?

①②③④⑤  8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?

①②③④⑤  9. Are some people deliberately undermining the school board process by playing some sort of power game?

①②③④⑤  10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?

①②③④⑤  11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?

①②③④⑤  12. What is the likelihood that a good decision could be made without open discussion from the community?

*Rank which issue is the most important (item number).*

Most important item   ①②③④⑤⑥⑦⑧⑨⑩⑪⑫   Third most important   ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

Second most important   ①②③④⑤⑥⑦⑧⑨⑩⑪⑫   Fourth most important   ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

### *Now please return to the Instructions booklet for the next story.*

## Cancer -- (Story #4)

*Do you favor the action of giving more medicine?*

① Should give Mrs. Bennett an increased dosage to make her die   ② Can't decide   ③ Should not give her an increased dosage

**GREAT MUCH SOME LITTLE NO**

*Rate the following 12 issues in terms of importance (1-5)*

①②③④⑤  1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?

①②③④⑤  2. Wouldn't society be better off without so many laws about what doctors can and cannot do?

①②③④⑤  3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?

①②③④⑤  4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?

①②③④⑤  5. Is the painkiller medicine an active heliotropic drug?

①②③④⑤  6. Does the state have the right to force continued existence on those who don't want to live?

①②③④⑤  7. Is helping to end another's life ever a responsible act of cooperation?

①②③④⑤  8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?

①②③④⑤  9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?

①②③④⑤  10. Should only God decide when a person's life should end?

①②③④⑤  11. Shouldn't society protect everyone against being killed?

①②③④⑤  12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?

*Rank which issue is the most important (item number).*

Most important item   ①②③④⑤⑥⑦⑧⑨⑩⑪⑫   Third most important   ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

Second most important   ①②③④⑤⑥⑦⑧⑨⑩⑪⑫   Fourth most important   ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

### *Now please return to the Instructions booklet for the next story.*

PLEASE DO NOT WRITE IN THIS AREA

## Demonstration -- (Story #5)

*Do you favor the action of demonstrating in this way?*

① Should continue demonstrating in these ways    ② Can't decide    ③ Should not continue demonstrating in these ways

### GREAT MUCH SOME LITTLE NO

### *Rate the following 12 issues in terms of importance (1-5)*

① ② ③ ④ ⑤   1. Do the students have any right to take over property that doesn't belong to them?

① ② ③ ④ ⑤   2. Do the students realize that they might be arrested and fined, and even expelled from school?

① ② ③ ④ ⑤   3. Are the students serious about their cause or are they doing it just for fun?

① ② ③ ④ ⑤   4. If the university president is soft on students this time, will it lead to more disorder?

① ② ③ ④ ⑤   5. Will the public blame all students for the actions of a few student demonstrators?

① ② ③ ④ ⑤   6. Are the authorities to blame by giving in to the greed of the multinational oil companies?

① ② ③ ④ ⑤   7. Why should a few people like Presidents and business leaders have more power than ordinary people?

① ② ③ ④ ⑤   8. Does this student demonstration bring about more or less good in the long run to all people?

① ② ③ ④ ⑤   9. Can the students justify their civil disobedience?

① ② ③ ④ ⑤   10. Shouldn't the authorities be respected by students?

① ② ③ ④ ⑤   11. Is taking over a building consistent with principles of justice?

① ② ③ ④ ⑤   12. Isn't it everyone's duty to obey the law, whether one likes it or not?

*Rank which issue is the most important (item number).*

Most important item   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫     Third most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫     Fourth most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

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## *Please provide the following information about yourself:*

1. Age in years:

  ⓪ ⓪
  ① ①
  ② ②
  ③ ③
  ④ ④
  ⑤ ⑤
  ⑥ ⑥
  ⑦ ⑦
  ⑧ ⑧
  ⑨ ⑨

2. Sex (mark one): ○ Male    ○ Female

3. Level of Education (mark highest level of formal education attained, if you are currently working at that level [e.g., Freshman in college] or if you have completed that level [e.g., if you finished your Freshman year but have gone on no further].)

○ Grade 1 to 6

○ Grade 7, 8, 9

○ Grade 10, 11, 12

○ Vocational/technical school (without a bachelor's degree) (e.g., Auto mechanic, beauty school, real estate, secretary, 2-year nursing program).

○ Junior college (e.g., 2-year college, community college, Associate Arts degree)

○ Freshman in college in bachelor degree program.

○ Sophomore in college in bachelor degree program.

○ Junior in college in bachelor degree program.

○ Senior in college in bachelor degree program.

○ Professional degree (Practitioner degree beyond bachelor's degree) (e.g., M.D., M.B.A., Bachelor of Divinity, D.D.S. in Dentistry, J.D. in law, Masters of Arts in teaching, Masters of Education [in teaching], Doctor of Psychology, Nursing degree along with 4-year Bachelor's degree)

○ Masters degree (in academic graduate school)

○ Doctoral degree (in academic graduate school, e.g., Ph.D. or Ed.D.)

○ Other Formal Education. (Please describe: _____ )

4. In terms of your political views, how would you characterize yourself (mark one)?

○ Very Liberal

○ Somewhat Liberal

○ Neither Liberal nor Conservative

○ Somewhat Conservative

○ Very Conservative

5. Are you a citizen of the U.S.A.?

○ Yes    ○ No

6. Is English your primary language?

○ Yes    ○ No

## *Thank You.*

PLEASE DO NOT WRITE IN THIS AREA

## Dilemma #6
*Do you favor the action?*

① Strongly Favor ② Favor ③ Slightly Favor ④ Neutral ⑤ Slightly Disfavor ⑥ Disfavor ⑦ Strongly Disfavor

GREAT MUCH SOME LITTLE NO *Rate the following 12 issues in terms of importance (1-5)*

① ② ③ ④ ⑤ 1.
① ② ③ ④ ⑤ 2.
① ② ③ ④ ⑤ 3.
① ② ③ ④ ⑤ 4.
① ② ③ ④ ⑤ 5.
① ② ③ ④ ⑤ 6.
① ② ③ ④ ⑤ 7.
① ② ③ ④ ⑤ 8.
① ② ③ ④ ⑤ 9.
① ② ③ ④ ⑤ 10.
① ② ③ ④ ⑤ 11.
① ② ③ ④ ⑤ 12.

*Rank which issue is the most important (item number).*

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫       Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫       Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

## Dilemma #7
*Do you favor the action?*

① Strongly Favor ② Favor ③ Slightly Favor ④ Neutral ⑤ Slightly Disfavor ⑥ Disfavor ⑦ Strongly Disfavor

GREAT MUCH SOME LITTLE NO *Rate the following 12 issues in terms of importance (1-5)*

① ② ③ ④ ⑤ 1.
① ② ③ ④ ⑤ 2.
① ② ③ ④ ⑤ 3.
① ② ③ ④ ⑤ 4.
① ② ③ ④ ⑤ 5.
① ② ③ ④ ⑤ 6.
① ② ③ ④ ⑤ 7.
① ② ③ ④ ⑤ 8.
① ② ③ ④ ⑤ 9.
① ② ③ ④ ⑤ 10.
① ② ③ ④ ⑤ 11.
① ② ③ ④ ⑤ 12.

*Rank which issue is the most important (item number).*

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫       Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫       Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

# INTERVIEW GUIDE

<u>The Class</u>

1. Why did you sign up for the class?
2. Did it surprise you to see it offered?
3. What were your expectations of the class?
4. How are you different through your experience in the class?
5. Has the class changed how you see yourself in your relationships with others? Family/partners/friends/academic environment...
6. Has the class influenced you in how you talk to people in your life? Do you have a different role in your circle of friends/family/partner?
7. Has the class changes how you make decision?
8. Has the class changed your sexual assertiveness?
9. Has your sexual behavior changed because of this class? Less active, more active?
10. Did you make thoughtful efforts in your sexual decisions before the class? After?
11. Could you have the same experience if this subject matter was presented in a form other than an academic class? (ie support group, group of friends, church)
12. What were the most relevant topics of class discussion?
13. What were the most relevant assignments of class?
14. What was the experience of journals for you?
15. What was the experience of Blackboard for you?
16. What was the role-taking assignment like for you?
17. Is there a difference that the class is self-selected vs a general requirement?
18. Are there similar personality characteristics of the women who choose to take this class?
19. What qualities must a woman possess in order to take this class? Get the most out of this class?
20. Is there a stigma that the class is listed through the Women's Studies program? Should it be cross-listed through another department?
21. Should the class be mixed gender or all-female/all-male?
22. Should the class be restricted to senior only?
23. Would it be different/look different if it was taken by freshmen or only offered to freshmen?
24. Would this class look different at a big university vs a small one? Less academically rigorous school?
25. What do you think your sexual life/development will look like in your 30's?
26. If I was to ask you in 10 years about your thoughts re: this class, what do you think they will be? About female sexuality in general?
27. Is the world ready for this (openness, college women with sexual agency)? Have people in your life had to adjust to your changes?
28. Are you glad you took the course? Were your expectations met? What wasn't met?
29. How has this class affected your view of female sexuality in general?
30. How has this class affected your view of your sexuality?
31. What do you wish you had learned? Discussed?
32. What did you think of the non-lecture format of the class?

33. What was your experience like co-facilitating a class?  Is this an important part of the class?

Female Sexuality
   1.  How did you define 'sexuality' at the beginning of the semester?
   2.  How do you describe 'sexuality' now?
   3.  Do you see a connection between sexuality and self-confidence/concept of self?
   4.  Do you see a connection between sexuality and any other intrinsic quality? (ie decision-making skills, sense of self and how you are connected with others)
   5.  What is it like to be a virgin in college?
   6.  What makes college-aged sexuality different than sexuality of teenagers, women in 30's on up?
   7.  What are the expectations of college women's sexuality?
   8.  What are the limitations of college women's sexuality?
   9.  What are the advantages of college women's sexuality?
   10. What is the role of alcohol and sexuality?
   11. What is it like for lesbian, college sexuality?
   12. What is the 'coming out process for women in college?
   13. What role does hetereosexism have on college sexuality?
   14. What is the role of "monogamism" in college sexuality?
   15. Do college women want to talk about sexuality? Learn about it? Explore it?
   16. Are women equipped for the freedom of college?
   17. What does 'sexual confidence' look like?

William and Mary
   1.  What is the sexual climate of faculty; students; administration? Is it fear-based or positive?
   2.  Is WM gay-friendly? Students/faculty/administration
   3.  In what classes/subject/majors are you exposed to different aspects of sexuality?
   4.  What is it like to be a virgin at WM?
   5.  Would you access school resources such as the health center, rape crisis center if needed?
   6.  Are their unique pressures for women at WM in particular?
   7.  What is the prevalence of eating disorders at WM?
   8.  What is the prevalence of alcohol use; abuse at WM?
   9.  What is the prevalence of dating exclusively vs single?
   10. What is the hook-up culture like at WM?  College-life in general?

General
   1.  What else should I be asking?
   2.  Anything else you want to ask or elaborate on?

## The Meaning of the Drawing

The drawing represents our class. There are several women depicted in the circle. They are all very different but all tied together and listening to each other. They are arranged on a flower with a flowering tree in the center. This symbolizes our togetherness and growth. All the women's mouths are wide open symbolizing that we came out of silence and expressed ourselves. We expressed a range of emotions, as shown, but overall we had fun as shown by the mostly happy faces.

<div align="right">"Kylie"</div>