

# Combining Our Strengths: Training the Next Generation of Sexuality Researchers

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## **BACKGROUND**

A number of serious challenges to the physical and mental health of the US population confront us. Several of these involve sexuality. *These challenges include the following:*

- ✦ More than one million teenage pregnancies each year; 95% are unintended and almost one-third are terminated by abortion (CDC, 2001, Teen Pregnancy).
- ✦ More than 40,000 new cases of HIV infection reported each year (CDC, 2000, Table 3); these cases disproportionately affect ethnic-minority persons.
- ✦ More than 12 million new cases of sexually transmitted diseases annually (Eng & Butler, 1997).
- ✦ Advances in reproductive technologies, including GIFT (Gamete Intra-fallopian Transfer) and ICSI (single sperm injection into a single egg); while these technologies enable some couples to conceive, most couples do not (CDC, "1998 ART Report," 2001). An unknown percentage of couples subsequently experience negative health consequences, sexual dysfunctions, financial hardship and perhaps divorce.
- ✦ High rates of sexual dysfunctions (Laumann, Paik & Rosen, 1999) and attendant emotional and relationship problems; the development and mass marketing of Viagra has raised awareness of sexual dysfunction and created tremendous demand for treatment.

These challenges make it clear that sexual health is a critical component of

general health. The importance of sexuality to the nation's health is clearly recognized in the report "Promoting Sexual Health and Responsible Sexual Behavior," by Surgeon General David Satcher (June 28, 2001). Meeting these challenges and achieving the goals laid out in the report can only be met by increasing our scientific knowledge and understanding of human sexuality.

Sexuality involves biological, behavioral and social components. To understand it requires well-trained researchers who employ an interdisciplinary approach. There are not enough such researchers in the United States. We have trained scientists to study specific problems associated with poor sexual health and health-risky sexual behaviors; we have not been training scientists to study sexuality itself. As a result, progress in confronting and developing solutions to the challenges listed above has been slow. As we enter the 21st century we face the added prospect of declining numbers of sexuality researchers. Members of the second generation of researchers, those trained in the 1960s and 1970s, are approaching retirement. Pioneers such as William Masters and William Simon have died in the past year. Two of the major professional organizations in the area – the Society for the Scientific Study of Sexuality and the American Association of Sex Educators, Counselors and Therapists – formed a joint task force in 1996 to study this problem. A survey of educational programs in the United States identified only 12 graduate departments that offer the possibility of specialization in human sexuality during doctoral training and only nine that offer this specialization in a master's program. The task force concluded that the lack of PhD training in sexuality research is creating a critical shortage of scientists in this area (Task Force, 2000).

The Social Science Research Council (SSRC) conducted a two-year study, culminating in the publication of "Sexuality Research in the United States: An Assessment of the Social and Behavioral Sciences" (di Mauro, 1995). The report concluded that there is an urgent need for comprehensive training in sexuality and research methodology (Executive Summary, p. 15). Its recommendations include the creation of specialized programs of study that teach research methodology and issues specific to sexuality, and providing formal fellowships in social science degree programs at the master's and PhD levels (p. 16).

A mini-conference was held on June 1-2, 2000 at the SSRC to assess progress in the five years following the release of the report. It resulted in several recommendations with regard to training, including the following: Comprehensive training programs are needed at both university-based research centers of excellence and independent research sites to ensure a crit-

ical mass of research expertise and resources for graduate-level training. Multiple centers of training (or inter-institutional consortia) are necessary to provide adequate numbers of faculty, courses and research resources (di Mauro, 2000, p. 4).

Multilevel fellowship support is needed for graduate students at the pre-dissertation, dissertation and postdoctoral levels and, as well, for programs with emphasis on in-house research training and mentoring across disciplines and departments (p. 5-6).

Providing high-quality, interdisciplinary graduate training in sexuality research requires a critical mass of high-quality faculty representing a variety of disciplines. No university in the United States possesses such a critical mass. However, combining the resources of several institutions provides one means of achieving this goal. Accordingly, we have created a consortium of faculty at three institutions: the Universities of Chicago, Minnesota and Wisconsin. These universities are members of the Committee on Institutional Cooperation (CIC), a coordinating committee involving the "Big Ten," plus the University of Chicago and Pennsylvania State University. The CIC has a Traveling Scholars Program which enables graduate students at any member institution to study for up to one year at another member institution, pay in-state tuition and receive credit toward the degree for the work completed. The Consortium for Graduate Training in Sexuality Research will utilize the Traveling Scholar Program to enable affiliated students to train with researchers at the other institution(s).

The other component needed to produce a significant increase in the number of highly trained people in the field is top-quality students. Each year excellent students express interest in doctoral training in sexuality research. Like all students, one of their major concerns is the cost of education; they enroll in departments and programs that provide them with financial support for their education. It therefore is essential that we continue to work to expand the number of fellowships and other types of support for those students who want to be trained to do top-quality research in sexuality.

## PROGRAM PLAN

### 1. Program Direction

Direction of the Consortium for Graduate Training in Sexuality Research will be a shared responsibility of all faculty participating in the program. The faculty will comprise a steering committee that will provide overall direction for the program, coordinate the curricula across participating departments

and monitor the progress of each student affiliated with it. The steering committee will initially consist of the eight participating faculty identified below. The steering committee may in the future add as members other faculty who are directly involved in training graduate students in the program. It will elect from among its members a director of the training program. The director will be responsible to the steering committee for overseeing the training program and carrying out steering committee policies. The steering committee will meet at least twice a year, at times face-to-face and at times via telephone or video conferencing. It will meet each spring to review the progress of each student affiliated with the program. The committee will make every effort to secure financial support for consortium students.

## **2. Program Faculty**

Program faculty will participate in the program in a variety of ways, including lecture, seminar and individual instruction; supervision and collaboration in research, seminar and meeting presentations, and publication; and sponsorship of individual student research. Faculty participating in the program are: from the University of Chicago, Edward O. Laumann, professor of sociology; Martha McClintock, professor of psychology; Robert T. Michael, professor of economics and public policy; and Linda J. Waite, professor of sociology; from the University of Wisconsin, John DeLamater, professor of sociology; Janet Shibley Hyde, professor of psychology and women's studies; and Charles Snowden, professor of psychology and zoology; and from the University of Minnesota, Eli Coleman, professor of medicine.

These eight members represent a variety of disciplines and research approaches. Each has a distinguished record of research and publications in a variety of areas of sexuality. Each has made an explicit commitment to this program. By providing students with the opportunity to work with two or more of these distinguished researchers we will be able to provide high-quality, interdisciplinary training of the kind needed to train scientists who will make substantial progress in dealing with the challenges identified above. There are additional faculty members at each institution who can make important contributions to the training of program students through seminars they teach and service on student thesis and dissertation committees.

## **3. Proposed Training**

Students participating in the consortium will be enrolled in the PhD program in one of four departments. Thus each will have had to meet the requirements for admission to the home department. These departments are

consistently rated among the best in the United States and have high admission standards. Each student will meet the requirements of the home department for a PhD. The purpose of this arrangement is to ensure that those who participate in the program are among the best students and that they enter the market with a PhD in a mainstream social science discipline from one of the top graduate programs in the nation. The training program will provide them with the specialization in sexuality. Each department requires course work outside the student's home department; this contributes an interdisciplinary component to the student's training. The high quality of these persons and their training should qualify them for positions in the top social science departments in the country.

### **A. Common Core**

*Although students in the program will earn their PhD in one of four different departments, there are several common elements in their training:*

**First**, each participating department requires coursework in theory, substantive areas, research methods and statistics. This is essential, since the goal of the consortium program is to train researchers. All four departments teach state-of-the-art statistical techniques. There is variation in the methods and statistical techniques taught across the departments; students will learn those most relevant to their interests.

**Second**, students in the program will take three required core courses: theories of human sexuality, research methods in human sexuality and biological bases of sexuality. The participating faculty members will teach these three courses. Each course will be taught every two years. Depending upon demand, we may teach these courses on site, alternating the location between the University of Chicago and the University of Wisconsin. Alternatively, we may teach these courses through videoconferencing. The CIC has the equipment in place to interconnect any of the 12 member campuses; at least two seminars involving three locations are currently offered. These courses will provide the foundation for students' advanced work.

**Third**, each department requires a first-year research project or master's thesis. The purpose of this is twofold: to engage the student in research early in his or her training and to provide an opportunity to assess the student's research abilities. In three of the four depart-

ments, students may be asked to leave the graduate program if the project/thesis work does not show sufficient promise.

**Fourth**, students in the program will be required to conduct empirical research within the area of sexuality with one of the participating faculty.

**Fifth**, each department requires a minor, consisting of three or four courses outside the department. Students in the program will be required to take the minor in a discipline related to their interests in the field of sexuality. This is a major means of making the training interdisciplinary in character. Students also may create a minor with courses completed at the other institution, in psychology, sociology or public policy (Chicago), or medicine (Minnesota).

**Sixth**, three of the departments require that the candidate for the doctorate pass preliminary examinations. These examinations test whether the student has gained the knowledge base necessary for successful scholarship.

**Seventh**, all of the departments require a dissertation, based on original, independent research. By successfully completing the dissertation the student demonstrates readiness to join the community of scholars in the field. Students in the program will be required to complete a dissertation within the area of sexuality under the direction of a participating faculty member.

**Eighth**, students in the program will spend two semesters at one of the other institutions or one semester at each of the other two. These arrangements will be made in consultation with the major professor/mentor, program director, and participating faculty at the institution(s) to be visited.

A two-day annual meeting will further the coherence of the training program for both faculty and trainees. This conference will provide an opportunity for presentations of faculty and student research, seminars on new statistical and methodological developments, workshops on ethical issues and networking. The steering committee will meet during the conference. The site will rotate among the three participating universities.

## **B. PhD Training, Department of Sociology, University of Wisconsin**

Pre-doctoral training in sociology involves a mixture of classroom work and research apprenticeship designed to facilitate the development of a strong education in sociology and skill in conducting research.

**Courses and seminars.** Course work for the PhD includes four departmentally required courses: in sociological theory (773), methods (750) and statistics (361, 362); four elective seminars; and three to four courses in another department. For students in the consortium program, the latter will ordinarily be filled by work completed at the other institutions, in psychology, sociology or public policy (Chicago), or medicine (Minnesota). Students may also take courses in relevant programs such as preventive medicine.

**The Master's Thesis.** The department requires that students complete their master's thesis by the end of their fourth semester in residence. The thesis is to be of a length, style and form appropriate for submission to a professional journal. For many students, this requirement is met as an outgrowth of their involvement in faculty research projects, and the revised thesis may lead to a published article.

**Examinations.** Students are expected to pass three exams outside their course work. The first of these is an oral exam upon completion of the thesis. The examining committee determines whether the student will be allowed to proceed toward the doctorate. The doctoral written preliminary examinations cover the substance and methods of two recognized specialties within sociology. Upon successful completion of the written exams and other requirements the student is admitted to candidacy.

**The Doctoral Dissertation.** The dissertation represents the final and most independent research project that a student undertakes. The proposal must be approved by three faculty, who also read and approve the final document; the major professor provides guidance and monitors progress throughout; two additional faculty, at least one outside the major department, participate in the final, oral examination. Usually this project requires more than one year to plan and complete and leads to one or more published articles or a book.

**Research and Teaching.** Consortium students will be required to do

both their master's thesis and dissertation research on topics involving human sexuality, under the direction of a participating faculty member. They will also be expected to serve for at least one semester as a teaching assistant in the undergraduate human sexuality course. The teaching experience will provide good training in teaching and a broad overview of the field.

### C. PhD Training, Department of Psychology, University of Wisconsin

Students enrolling in the Department of Psychology to be trained in sexuality research will pursue an individualized graduate major, enabling them to cross traditional sub-disciplinary boundaries.

**Mentoring Committee.** Students pursuing an individualized graduate major work with a five-person faculty mentoring committee, with at least three faculty members from psychology. The chair of the mentoring committee, Janet Hyde, serves as the primary mentor/advisor for training program students. The department's graduate committee closely monitors the progress of all students pursuing an individualized graduate major.

**Curriculum Development and Evolution.** The student and the mentoring committee formulate an "ideal" curriculum for the student that must be approved by the graduate committee by the end of the student's first semester. Of course, the student's curriculum can evolve over time. The mentoring committee must approve the curriculum on a semester-by-semester basis and the graduate committee must approve any significant changes from the proposed curriculum. To earn the PhD the student must fulfill the graduate school requirement of at least 32 graduate-level credits taken as a graduate student at the University of Wisconsin, Madison. However, it is expected that students will complete significantly more than 32 graduate-level credits.

**Courses and seminars.** Coursework for the PhD includes required courses in two of five core areas (biological, clinical, cognitive and perceptual science, developmental and social/personality), three courses in research methods and statistics, two graduate seminars and three to four courses in another department. For students in the training program, the latter will ordinarily be filled by work completed at the other institutions, in psychology, sociology or

public policy (Chicago), or medicine (Minnesota). Students may also take courses in relevant programs such as preventive medicine.

**First-year Research Requirement.** During the first year each student works on a research project under the direction of the advisor. The content of the project and nature of data analysis is determined in close collaboration with the research advisor and the student's first-year project committee (two additional faculties). The project must involve working with real data and an appropriate analysis and be written up in APA (American Psychological Association) style. The paper is presented at an annual symposium. The first-year project committee evaluates the project.

**Retention Decision.** The faculty of the Department of Psychology meets in October to evaluate the progress of each first-year student and to determine whether he or she should be permitted to continue working toward the PhD. This evaluation will be based on performance in core and methodology courses, on the first-year project and on evaluation by the advisor.

**Preliminary Examinations.** Upon completion of core courses (two seminars and at least two methodology courses) the student may apply to the mentoring committee for certification and permission to take the preliminary exam. Notification of certification is posted and any faculty member can ask that it be discussed at a faculty meeting. Preparation, administration and grading of the exam is the responsibility of the mentoring committee.

**The Doctoral Dissertation.** Each doctoral student completes a dissertation covering original research. A committee of five faculty members, at least three from psychology and one from another department, examines the student. The mentoring committee may be the dissertation committee if it meets these composition rules.

**Research and Teaching.** Consortium students will be required to do both their first-year project and dissertation research on topics involving sexuality, under the direction of a participating faculty member. Each student will also be expected to serve for at least one semester as a teaching assistant in the undergraduate human sexu-

ality course. The teaching experience will provide good training in teaching and a broad overview of the field.

#### D. PhD Training, Department of Sociology, University of Chicago

**Courses and seminars.** Course work for the PhD includes a two-quarter sequence called *Sociological Inquiry* (301, 302), a one-quarter course in sociological theory and two one-quarter courses in statistics (304, 305). A PhD candidate also must be able to pass a language examination.

**The Master's Research Paper.** This paper may consist of a critical review of the literature or the presentation and analysis of a body of relevant empirical data. The data may be collected originally by the student, secured from secondary sources or obtained from research projects or organizations at the university. The MA research paper is prepared under the direct supervision and approval of a faculty member and may be written in connection with one or more regular courses. The MA paper should be completed during the second year of study.

**Examinations.** Each student takes a preliminary examination, a written examination designed to demonstrate competence in several major sub-disciplines of sociology. The examination is based on the two common core courses and a special supplementary bibliography. It normally is taken at the beginning of the second year of residence. Students are required to pass the examination in order to continue their work.

Each student is required to pass two special field examinations, prepared on an individual basis in the field of sociology in which the student wishes to develop research competence. One special field is ordinarily closely related to the subject matter of the subsequent dissertation. The examinations will cover both theoretical and substantive materials and the methods required for effective research. Preparation takes the form of special courses and seminars, supplemented by independent study and reading. The special field examinations are taken sometime after the first year of graduate study. Students must pass the preliminary examination before taking a special field examination. One of the special field examinations may be taken in a related field outside of sociology; we expect

some students in the sexuality research training program will choose this option. The student also may fulfill the requirement for one of the special-field exams by taking a sequence of courses.

**The Doctoral Dissertation.** The student prepares a research plan under the guidance of a specially appointed committee. The PhD dissertation is judged by its contribution to sociological knowledge and the evidence it shows of ability to carry out independent research. When the dissertation is completed an oral examination is held on the dissertation and the field to which it is related.

**Research.** Trainees will be required to do both their master's project and dissertation research on topics involving human sexuality, under the direction of a participating faculty member.

#### E. PhD Training, Department of Psychology, University of Chicago

**Courses and seminars.** All students complete the common graduate curriculum, which normally consists of 13 courses (less if the student opts to take a language exam). The core includes two statistics courses (*Stat. 220, Psych. 373*), a two-quarter research seminar, three of four core courses (biological, cognitive, developmental and social) and three graduate courses in a discipline other than psychology. For students in the training program, the latter will ordinarily be filled by work completed at the other institutions, in psychology or sociology (Wisconsin), or medicine (Minnesota).

Each student also must complete the course requirements specified by one of the department's specialized training and research programs or an individually designed sequence of courses. The specialized programs specify from three to seven advanced courses and seminars that should be taken, and suggest that the minor consist of three courses forming a coherent unit that relates to the student's area of study.

**Trial Research Project.** Each student completes a trial research project under the guidance of a faculty advisor or advisors by the spring quarter of the second year. Each student's trial research committee consists of the advisor and two other faculty members.

**Evaluations.** Each student is evaluated each year at the end of the

spring quarter. The evaluation at the end of the second year determines whether a student will be admitted to candidacy and permitted to conduct dissertation research.

**The Doctoral Dissertation.** Each student in the Department of Psychology will complete a dissertation under the guidance of a faculty advisor or advisors. The committee consists of the advisor, two other members of the faculty and an outside reader.

**Research.** Consortium students will be required to do both their trial research project and dissertation research on topics involving sexuality, under the direction of a participating faculty member.

#### **F. Training, Program in Human Sexuality, Department of Family Practice and Community Health, University of Minnesota**

The Program in Human Sexuality (PHS) at the University of Minnesota offers students the opportunity to be educated about, and participate in, research on a wide variety of individual and community sexual health issues. These are opportunities that are not available at the Universities of Wisconsin or Chicago. The PHS is in the medical school, and does not offer a PhD. Therefore it does not offer a degree to graduate students, but provides the opportunity to study and conduct research for one semester or year as a CIC Traveling Scholar.

**Mission.** The mission of PHS is to conduct research that increases the body of knowledge regarding human sexuality; provide education in human sexuality in the medical school, the university and the wider community; provide clinical services for sexual and relationship problems; and promote the sexual health of the community through community health initiatives.

**Faculty.** The program has seven fulltime faculties; all have PhDs. Their research, writing and clinical/community work focuses on such areas as gender dysphoria, HIV/AIDS prevention and treatment, safe sex, sexual abuse, sexual functioning, sexual health promotion, sexual orientation, transgender and women's health. A complete list of the faculty and descriptions of their professional activities can be found at <http://www.med.umn.edu/fp/phs/phsfct.htm>.

**Courses and seminars.** Program faculty members teach nine courses

within the medical school. Five courses are relevant to the training program and are open to graduate students. They include *Research in Human Sexuality* (5516; three to six credits), *Clinical Issues in Human Sexuality* (5950, three credits), *Directed Study in Human Sexuality* (5955, one to fifteen credits), *Female Sexuality* (5957, three credits), and *Small Group Process* (5958, three credits).

**Research.** Since its founding in 1971, PHS has been a forerunner in contributing to the available body of knowledge concerning human sexuality.

Family practice clinics and the increasing use of PHS as a tertiary care center provide subjects for clinical research on diverse areas of sexuality, such as sexual dysfunction, sex offenders and victims, HIV/AIDS, compulsive sexual behavior and gender identity. The reputation of PHS has led to opportunities for faculty to participate in cross cultural research, particularly with European and Asian centers of sexual study.

Another area of research emphasized at PHS has been that of evaluating clinical treatments offered to determine the efficacy of sexual health services. Several of these studies are an ongoing part of PHS's clinical commitment, with pre- and post-treatment testing routinely collected and treatment evaluations conducted at various points in therapy. Advanced computer capabilities have given PHS faculty more access to patient variables and will allow more efficient procurement of data for research purposes.

**Research Experience.** Students in the consortium with interests in the areas in which PHS has ongoing programs will be able to spend one year there through the CIC Traveling Scholars Program. The opportunity to study at PHS would require the approval of the student's major professor or mentoring /advising committee and the faculty at PHS with whom the student will work. Students who wish to study at the University of Minnesota also would need the advance approval of the director of the program.

## **RECRUITMENT**

### **1. Admission**

The stature and national reputations of the four departments participating

in this program mean that applicants for admission to their graduate programs are among the best in the United States. Applicants for admission to one of the departments must have completed an undergraduate degree in sociology, psychology or a related field. Applicants must have an excellent undergraduate record; the departments at the University of Wisconsin require a minimum grade-point-average of 3.0 on a 4.0 scale. All four departments require that applicants submit Graduate Record Examination scores; the departments at the University of Wisconsin require that verbal and quantitative scores sum to at least 1200. All of the participating departments have application deadlines in December or January; we encourage interested students to apply earlier. Students interested in the consortium should contact a participating faculty member in the department(s) to which they intend to apply for admission.

## **2. Financial Support**

We will make every effort to provide funding for consortium students. We have applied to the National Institute of Child Health and Human Development for a training program that would support up to 10 PhD students. As noted earlier, students at the University of Wisconsin will be expected to serve as teaching assistants in the human sexuality course; this can provide support for up to four students. Dissertators at the University of Wisconsin can be appointed lecturers and teach human sexuality. Program faculty are successful in getting research grants; some consortium program students can be supported as research assistants on these grants. We also will encourage program students to apply for fellowships from agencies such as the National Science Foundation, the Ford Foundation and the Sexuality Research Fellowship Program of the SSRC.

## **3. Placement**

In order to facilitate the careers of young scholars in the field of human sexuality we must pay attention to placement as well as recruiting and training. The Society for the Scientific Study of Sexuality has created a Web-page listing job opportunities for people with training and career interests in the field. The page is located at <http://www.ssc.wisc.edu/ssss/jobs.htm>. It lists job opportunities for people with bachelor degrees and beyond, including especially listings of faculty openings across the country. We are soliciting listings through Society members and by contacting some potential employers directly. This resource assists employers and program graduates.

We recognize that there are career possibilities for program graduates in teaching, research, public policy and governmental organizations. We will work to identify such opportunities. As young scholars progress through the training program we will network with colleagues at other institutions to inform them about these students, as we do now. Program graduates will benefit from the diversity of networks that participating faculty have established. We believe that the career opportunities of training-program graduates will be further enhanced by the quality of the person and of his or her training. We intend to build the reputation of our program by educating people who will make important contributions to our fields; as our reputation grows, it will become easier to place our graduates.

## **4. Recruitment of Individuals from Underrepresented Racial/Ethnic Groups**

We will make every effort to recruit members of underrepresented minority groups for the program in sexuality research. All of the challenges to health listed in Section 1 involve members of these groups, some of them disproportionately. In order for scholarship and research to be relevant to the experiences of these groups those activities must include members of the affected groups. The task is made more difficult by a recent national decline in the number of minority applicants in sociology and psychology in the US. For many years the Universities of Chicago, Minnesota and Wisconsin have made recruitment and retention of minority students and faculty a major goal. The University of Wisconsin established the Advanced Opportunity Fellowship program for minority graduate students in 1973. The University of Chicago administers several sources of fellowship support especially targeted to minority students. All three universities have participated in the CIC program to provide stipends and tuition support to minority graduate students. At the University of Wisconsin the graduate school provides financial support to enable prospective graduate students who are minority-fellowship recipients to visit the university.

The University of Wisconsin Department of Sociology has further invested in the recruitment and retention of minority students by creating a specialty area in race and ethnic studies, a topic that is of great interest to minority applicants to the department. Since the 1988-89 academic year this program has included regular course offerings, a weekly seminar series and visits by scholars and researchers from other institutions. There is a preliminary examination given in this area. This area serves as an important supplement for minority students interested in human sexuality.



## RESPONSIBLE CONDUCT OF RESEARCH

Training in ethical conduct in research and in other activities undertaken by professionals is an essential component of graduate education. John DeLamater served on the College of Letters and Science Institutional Review Board at the University of Wisconsin for 16 years, serving as chair for eight years, and is thus well acquainted with both issues and procedures in this area. He regularly presents or is a participant in seminars for graduate students and faculty on ethical issues in research. Edward Laumann has lectured widely and published articles on the politics of sex research in the 1990s.

Every student in the program will complete the “Human Subject Training Module,” available online at <http://www.rsp.wisc.edu/humansubs/training/uwhstraining.html>. This module was adapted from the internal training program developed by the National Institutes of Health. Personnel at the University of Wisconsin are working to modify the program to make it even more relevant to research in the social and behavioral sciences. In addition, formal training in ethics occurs in research methods courses and seminars taken by students in the program. The steering committee will determine what ethical instruction is included in the required courses in each of the participating departments. The committee will schedule workshops and lectures to supplement the material presented in courses. *The issues to be covered include:*

- ✦ Confidentiality in Survey Research (DeLamater)
- ✦ Investigator-participant Relationships in Field Research
- ✦ Ethical Issues in Experiments
- ✦ Science, Health Policy, and Politics (Laumann)
- ✦ Ethical and Political Issues in Research on Diverse Populations
- ✦ Designing Culturally Appropriate Research and Measures
- ✦ Ethical Issues in Collaborative Research
- ✦ Authorship and Intellectual Property Rights
- ✦ Ethical Issues in Teaching and Mentoring
- ✦ Lectures and workshops on these topics can be presented via the CIC videoconferencing network.

Each student in the program will be given copies of the American Psychological Association and American Sociological Association Code of Ethics. These ethical codes will be the subject of annual seminars.

As noted above, each student in the program is required to conduct empirical research on sexuality with program faculty. This apprenticeship provides an excellent opportunity for informal training in the responsible

conduct of research. Discussion as the apprentice participates in the design, development of measures, data collection and analysis and preparation of reports and articles provides an opportunity to discuss ethical issues in the concrete case. The presence of faculty in seminars in which students present their work provides further opportunities to consider ethical issues and responsibilities. Finally, as students develop their first-year or thesis research projects and dissertations, faculty advisors and proposal committees can raise and help the student think through relevant ethical issues.

## CONCLUSION

The Consortium for Graduate Training in Sexuality Research in the US is designed to prepare students earning PhDs in psychology or sociology for careers doing research in human sexuality. We expect each student to acquire a foundation of interdisciplinary knowledge, develop the skills needed to conduct high-quality empirical research and contribute to the field through his or her research while in graduate school. We recognize that persons with varied backgrounds are needed in the field of sexuality and encourage efforts to develop programs to meet the needs for broadly trained medical specialists, clinicians and counselors and people working in community action and intervention programs. Only through such a multifaceted approach will we solve the challenges listed at the outset of this paper.