

# PRO LOVE: EXPERIENCE OF CREATING A STUDENT-LED EDUCATIONAL CAMPAIGN ON SEXUALITY WITHIN SERVICE-LEARNING

**Tetiana Zavada<sup>1</sup>** <https://orcid.org/0000-0001-9745-2772>

<sup>1</sup>*Department of Psychology and Psychotherapy, Ukrainian Catholic University, Lviv, Ukraine*

*Corresponding author: zavada\_t@ucu.edu.ua*

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The PRO Love project was implemented by fourth-year students of the Bachelor's Program in Psychology at the Ukrainian Catholic University within the course "Psychology of Sexuality" as a practice of service-learning during the 2024–2025 academic year. This was the first experience of implementing this format within the course; therefore, the project had not only an educational and awareness-raising purpose, but also an experimental character. Its aim was to combine academic study of sexuality-related topics with the preparation of accessible informational materials for a broader audience.

The project was based on the understanding that love and sexuality are not limited to romance or intimate relationships, but are also connected with choice, responsibility, freedom, boundaries, self-acceptance, and care for another person. The relevance of this topic is shaped by the fact that today's information space contains a great deal of sexualized content and reports of sexual violence, while there is a lack of simple, accurate, and accessible educational materials that would help people speak about sexuality without shame, stigma, or oversimplification.

Within the project, students created 25 sexuality education materials aimed at presenting sexuality more broadly: through the themes of consent, embodiment, self-acceptance, boundaries, safety in relationships, traumatic experiences, and pathways to recovery. The materials were disseminated mainly through social media – Instagram, TikTok, and Facebook – on

the department's pages. This made it possible to bring the results of students' work beyond the classroom and make them accessible to a wider community.

As a service-learning practice, PRO Love had a dual focus: educational and social. For students, the project became an opportunity to apply knowledge from the psychology of sexuality to a real communication task. They had not only to master theoretical material, but also to translate it into language understandable to people of different ages and experiences. This required critical selection of information, ethical sensitivity, and the ability to speak about complex and often taboo topics in a simple, delicate, and non-harmful way. For the broader community, the outcome was a set of educational materials that may support a culture of healthy relationships, mutual respect, trust, and responsibility. The project aimed to broaden the understanding of sexuality and to show its connection with psychological well-being, personal boundaries, safety, embodiment, self-acceptance, and respect for another person.

At the same time, since PRO Love was the first experience of such a service-learning format within the course, it also revealed directions for further development. One of the key tasks for the following years is to expand the channels for disseminating the materials. Publishing part of the students' work on social media demonstrated the project's potential; however, for a stronger social impact, more systematic communication channels should be developed. These may include cooperation with schools, youth centers, non-governmental organizations, university pages, psychological services, and other platforms that work with young people. This would make students' materials more accessible to different audiences and ensure a longer "life cycle" for the created resources.

The organization of feedback from the audience also requires further improvement. In future implementations of the project, it will be important not only to create and disseminate materials, but also to better understand how readers perceive them, which topics are most relevant to them, which formats

work best, and which needs remain insufficiently addressed. This may help connect students' learning tasks more precisely with the real needs of the community.

The experience of PRO Love shows that a course in the psychology of sexuality can go beyond the limits of a traditional academic discipline and become a space for service-oriented social action. Through the creation of educational materials, students learn not only "about sexuality," but also how to speak about it responsibly with society. The project contributes to the development of a culture of conscious approaches to intimacy, the dismantling of stereotypes, and the growth of respect for one's own body, feelings, and boundaries, as well as those of other people. At the same time, this first experience showed that, in order to strengthen the project's impact in the coming years, it is important to plan dissemination, feedback collection, and partnerships with relevant communities more systematically.