PubH 1004: Sexuality Matters

Spring 2017

Credits: 1 credit

Meeting Day(s), Time & Place: This course is entirely web-based, delivered via a Moodle course site

Instructor: Emily Matson, MPH, MCHES

Email: mats0166@umn.edu

Phone: 612-626-4215

Office Address: We are located in Suite 350-1 in the McNamara Alumni Center

Fax: 612-625-8950

Office hours: By appointment. We are happy to meet with students and are here to help you succeed!

Instructional Team: Due to the enrollment size and peer-education-based philosophy of the Sexuality Matters course, it is taught by a team of people, including undergraduate Teaching Assistants (TAs), tech administrators, and an instructor. The team works together closely toward the goal of providing all students with a positive learning experience. The instructor is responsible for the development of content and assignments and oversees the day-to-day operations of the course, and the tech administrator helps students troubleshoot any tech issues that may arise. Your TA will guide you through the course and is a great resource; we are confident in your TA’s ability to provide you with accurate answers to your questions and valuable feedback on your coursework. TAs are students who’ve done well in the course and completed Peer Educator training, which addresses confidentiality as well as listening, responding, referral, and other skills. Please contact your TA any time you have questions or concerns. Further, don’t hesitate to contact the instructor if you have questions or concerns about your TA or other aspects of the course.

Contact Information
*Please record (or print) the following Instructional Team contact information. That way, you can still contact us in the event that you have difficulty connecting to the Internet or otherwise don’t have access to the syllabus.

Teaching Assistant: Name and contact information will be announced via the Moodle course site and email.

RI Tech Support: ritech@umn.edu

Our mailing address is: The Rothenberger Institute
350-1 McNamara Alumni Center
200 Oak St. SE
Minneapolis, MN 55455-2008

Our intercampus mail code is: 2004B
Communication

Communication is important in any college course, but especially in an online course. We encourage all students to frequently check the announcements and news discussion forum in the Moodle course site for up-to-date course information. In addition, you must check your U of M email at least once a week. Your University email account is the primary form of communication for Sexuality Matters; you are responsible for reading all course related emails sent to your University email account and contacting us in a timely manner with any questions you may have.

Email Us

Please use your official University of Minnesota account for all email correspondence with us.

- Please do not use personal email accounts to contact us for course related matters; we will only respond to emails sent from University email accounts.
- When sending an email, help ensure a quick response by including the name of your course and section number in the subject heading. The course team works with and teaches multiple classes on multiple campuses.
- Our goal is to respond to emails within one-two business days; do not expect an immediate response.

Post a Message in the Discussion Forum in Moodle

If you have questions or comments that are not private and could benefit other students, please post them to the discussion forum in the Moodle course site rather than sending an email; you may even find that your question has already been answered.

I. Course Description

Sexuality Matters is offered through the Rothenberger Institute (RI). RI provides a suite of wellness-based courses focusing on the knowledge and skills students need to lead healthy, productive, and balanced lives. For more information, visit the Rothenberger Institute website.

This course is intended for undergraduate students who want a basic knowledge of one or more of the main topic areas, guidance on how to improve their health-related behaviors, and/or experience taking an online course.

The purpose of this course is to equip students with the knowledge and skills necessary to lead healthy sexual lives. Recognizing the inconsistency and diverse range of previous sexuality education among students, this course is intended to fill those gaps and provide a solid foundation based on unbiased, medically accurate, and evidence-based information and programs. Sexuality Matters seeks to increase knowledge, build communication skills, help clarify personal values, and dispel myths regarding sexuality and relationships. Sexuality is a part of everyone’s lives, and this course takes a comprehensive approach to education. When students are comfortable with their sexuality and can effectively communicate about and advocate for their needs, they are more likely to make informed and healthier decisions. We hope to provide students with tools to help them during their college years – and throughout the rest of their lives.

We recognize the sensitivity of teaching a course about sexuality. Over the course of the term, you will be asked to reflect on your personal attitudes and behaviors regarding the course topics. Confidentiality is of utmost importance and one of our top priorities. All members of the instructional team have gone through FERPA (Family Educational Rights and Privacy Act) training.
We will not disclose the personal information that you write in your course work to other students or friends. The only reasons we would break confidentiality is if we are concerned that you are a harm to yourself or others, or if you disclose information about sexual assault, sexual harassment or relationship violence that specifically indicates that it occurred on campus, during a University program or event, or was perpetrated by a student, staff, or faculty member. We are required to discuss these specific sexual misconduct disclosures to the Office of Equal Opportunity and Affirmative Action (EOAA) to determine if any additional response is required. EOAA will not investigate the situation without your permission except in a very limited set of circumstances such as where there is a serious risk to campus safety or where the situation involved extreme violence. Additionally, if you disclose child abuse that is ongoing, or has happened within the past 3 years, we are required to make a report to the University of Minnesota Police Department.

Our hope is that you will feel like you are able to be honest and forthcoming in your reflections, because that is what will be most beneficial to your personal growth. Your TA can provide you with more meaningful feedback when you share your authentic perspective.

Acknowledgments

The contents of Sexuality Matters have been developed with the contributions of numerous people. Emily Matson, the current instructor, is acknowledged for the course’s conceptual development and content. We also acknowledge Jerri Kjolhaug, Amy LimBybliw, and Xiong Xy for their contributions.

II. Course Prerequisites

This course is intended for undergraduate students who want a basic knowledge of one or more of the main topic areas, guidance on how to improve their health-related behaviors, and are ready to consider and/or experiment with a variety of strategies.

III. Course Goals and Objectives

The goals of this course are to:

1. Equip students with the knowledge and skills needed to have healthy and safer sexual lives.
2. Dispel myths regarding sexual health and behaviors/practices.
3. Empower students to advocate for their own sexual health.
4. Increase self-efficacy of protective health behaviors such as the use of barrier methods, contraception, vaccines, and testing and treatment for sexually transmitted infections.
5. Increase effective communication skills around sexuality to facilitate discussion of these topics with partners, peers, and providers.
6. Increase positive self-esteem related to body image and sexual decision-making.

The course objectives are for students to be able to:

1. Develop a personal definition of sexuality.
2. Examine societal values and beliefs around sexuality and clarify their own personal values and beliefs around sexuality.
3. Describe the differences between sex, gender identity, gender expression, and sexual orientation.
4. Identify the different methods of contraception, barrier methods, and vaccines.
5. Identify the difference between bacterial, viral, and parasitic sexually transmitted infections and the testing and treatment process for each.
6. Discuss the components of a healthy vs. unhealthy relationship.
7. Convey an understanding of the range of sexual expression.
8. Discuss methods of healthy communication with partners, peers, and providers.
9. Identify and discuss the complex interactions that influence sexuality.
10. Critically analyze their own decision making process.
11. Identify and access appropriate campus resources that can help students with concerns related to course topics.
12. Demonstrate an awareness of societal pressures surrounding sexuality and sex.
13. Identify the potentially harmful outcomes of unhealthy/unsafe sexual interactions (e.g. social, psychological, emotional).

This course helps students meet the following University Student Learning Outcomes:
1. Can identify, define, and solve problems
2. Can locate and critically evaluate information
3. Can communicate effectively

IV. Methods of Instruction and Work Expectations

Course Workload Expectations
Sexuality Matters is a one (1) credit online course. The University expects that for each credit, you will spend a minimum of three hours per week attending class, reading, studying, completing assignments, etc. over the course of a 15-week semester. Thus, this course requires approximately 45 hours of effort spread over the course of the term in order to earn an average grade.

However, because this course is entirely web-based, you are not required to attend any lectures or classroom sessions. Instead, this is an interactive, computer-based class; your time will be spent interacting with online lessons, reading online articles, and completing assigned coursework via the Moodle course site. Viewing the lessons online is the same as going to class, except you can complete this course while in bed, at a coffee shop, or from anywhere else you have access to the Internet!

Moodle Course Site
You can find all course related materials on our Moodle course site. You are expected to access the course site at least once per week; be sure to check the announcements and discussion forums often for the most up-to-date course information.

To access the course site:
• Go to your MyU Portal
• Log in using your UMN Internet ID and password
• Click on “Key Links” in the maroon horizontal menu bar toward the top of the page
• Click on “Moodle”
• Once the Moodle homepage opens, scroll down to the link for this course; click it to access the course site.

If it has been more than 24 hours since you have registered and you have problems accessing the Moodle course site, email Moodle Support for help.

Computer and Internet Expectations and Access
Sexuality Matters requires use of the Internet for access to the course site and University email. You are assumed to have reliable access to a computer and high-speed Internet. If you don't
have reliable computer and/or Internet access at home, the University has many free, public computer labs on campus.

In addition to those mentioned in the link above, most libraries on campus, as well as public libraries in the community, have computers with reliable Internet for general use.

Computer Skills and Online Course Readiness
You are expected to have basic computing skills. If you are concerned about how you will succeed in an online course, we encourage you to review the U of M Resources and Tips and Training provided by the U of M, Twin Cities’ digital campus initiative.

U of M Technology Support
The U of M provides technical support services to students through the Office of Information Technology (OIT). U of M tech support can help with any questions about your University accounts (Email/Google Aps, Moodle access, myU Portal, passwords, etc.); you can also search for answers or chat live with a support staff member. You can also call the Help Desk (612-301-4357 or 1-HELP on campus) or stop by Tech Stop (locations and hours).

Note: U of M Tech and Moodle support are not able to access or make any changes to our Moodle course site. If you have issues within the course site, visit “Technology Issues with Course Materials” below for more information.

V. Course Text and Readings
This course does not have an assigned textbook. All of the course lessons and readings can be accessed via the Moodle course site.

Interactive Lessons
Some students learn better when they see or read learning materials (visual). Others learn better when they hear the learning materials (auditory). Others may need to be moving or doing something in order to learn the material (tactile/kinesthetic); for these students, participating in activities or taking notes in their own words reinforces the learning process.

We have designed the interactive lessons to meet all three learning styles. You can control the way in which you access the material. We encourage experimentation with the following options to discover which works best for you.

- Click through the lesson pages while at the computer, stopping to read and/or listen to each page and complete the interactions.
- Download the lesson transcripts using Adobe Reader and read the text from the computer or print the file to read from hard copy.
- Download the lesson .mp3 and listen to it from an iPod or other .mp3 player.

If you choose to read the transcripts or download the lesson .mp3s, you’re still expected to revisit the online lessons to engage with the interactive activities.

Access to interactive online lessons will end after the semester is over; if you think you would like to refer back to lesson content after the semester is over, be sure to download the lesson transcripts and/or audio files.
Browser Recommendations for the Online Interactive Lessons
The Rothenberger Institute recommends using newer versions of Mozilla Firefox or Google Chrome as your web browser when accessing the online interactive lessons through the Moodle course site. Both of these web browsers can be downloaded for free:

- Download the latest version of Firefox
- Download the latest version of Google Chrome

Note: We do not recommend using Internet Explorer as your web browser to view the online interactive lessons.

Videos in Interactive Lessons
The interactive lessons feature unscripted videos of real students from Minnesota college campuses discussing their opinions on course related topics. While valuable and relevant to the course in some way, the views expressed by students featured in these videos may not necessarily represent the views or recommendations of the Rothenberger Institute. For this reason, content within student videos will not be assessed in quizzes. However, all other videos, unless otherwise noted, contain required content that may be assessed in quizzes and assignments.

Supplemental Readings
Supplemental readings are provided. Many of readings are accessible via web links, but others are posted to the course site in PDF format; in order to open them, you will need Adobe Acrobat Reader, which can be downloaded for free.

VI. Course Outline/Weekly Schedule
THERE ARE DUE DATES. All coursework must be submitted via the Moodle course site before the date and time specified below; note that there is something due by 9:00pm CST every Tuesday throughout the term.
You may submit work early. However, we cannot guarantee that it will be graded early because priority will be given to work that's already been due. Our goal is to grade work within 7 days for assignments.

VII. Evaluation and Grading

Assessments Overview

Your performance in this course will be assessed in a variety of ways, including quizzes, short essays/activities, and personal reflections. A brief summary of each category is included here. More specific instructions are located in the submission descriptions in the Moodle course site.

It is expected that you do your own work and that you work individually. Cheating will not be tolerated and will be dealt with according to University policy.
Quizzes
Moodle Support recommends that you complete quizzes using a wired, high-speed Internet connection (not a wireless connection) to limit potential issues with Internet connectivity that could result in quizzes not submitting properly. If you typically use a wireless router, we strongly recommend that you plug your computer/laptop directly into your router using a LAN cable while taking quizzes.

While we understand that technical problems could still occur, it is your responsibility to take all the steps possible to limit potential issues that may interrupt the submission of your quiz answers; the course team reserves the right to take these factors into consideration when making final determinations on quizzes that do not submit properly.

Course Orientation Quiz (0 points, but required)
The course orientation quiz is required and should be taken after you have read the entire syllabus and carefully reviewed the Tech Hub website linked in the Moodle course site that are available in the “start here” section of the course site. You should be able to identify the course goals, policies, and procedures, as well as general technical requirements for accessing the interactive lessons. You will not be able to view any of the course materials until you receive 100% on the Orientation Quiz, but you can take the quiz as many times as necessary to receive that score.

Content Quizzes (6 x 15 points = 90 points)
There are six required quizzes throughout the semester. You are given a short window of time to complete your quiz, so be sure to carefully review the required content for each quiz before beginning.

All quizzes include multiple-choice or true/false questions. The quizzes are timed, and you will be allowed an average of 1 minute per question to complete each quiz. You will be given 15 minutes to take each quiz.

Quiz Times and Scores
Pay attention to the timer so that you complete and submit your quiz before the 9:00 pm CST deadline. Even if your quiz timer shows you still have time left, only answers saved at the 9:00 pm CST deadline will count, so be sure to start your quiz with enough time to complete it before it closes. You will be allowed one attempt on each quiz.

You will be able to review quiz questions, scores, and correct answers immediately upon submitting a quiz on the course site. We encourage you to review the correct answers for any questions you may have answered incorrectly; this will further your understanding of important course concepts and help guide your studying for future quizzes and assignments. Feel free to contact us if you have any questions.

Assignments

Personal Reflections (6 x 20 points each = 120 points)
You will be completing six reflection assignments this semester. The first assignment asks you to complete an identity spectrum. The second assignment asks you to reflect and clarify your personal values and beliefs regarding sexuality. The third assignment asks you to address the benefits and barriers of using a safer sex method. The fourth
assignment asks you to either choose a method of contraception or contemplate the options of an unintended pregnancy. The fifth assignment asks you to assess your sexual desires and boundaries. The sixth assignment asks you to conduct a role-play about a topic that might be hard to discuss and reflect on your experience. Specific instructions for these assignments are located on the course home page in the “Assignments” section.

**Final Reflection (1 x 30 points each = 30 points)**
For this final assignment, you will write a reflection of your experience in this course. We’ll ask you to discuss what you’ve learned and explain how your beliefs and personal philosophy regarding sexuality may have changed. Specific instructions for this assignment are located on the course home page in the “Assignments” section.

**Saving and Submitting Coursework**
- **Documents that students submit are considered final**: students may not submit more than one version or draft of each assignment.
- **Students are expected to submit all course assignments in a PDF file format**. PDF files can easily be opened on all computers; requiring this file format ensures that the instructional team can open all submitted assignment files and students receive credit for submitting their assignments on time. Directions on how to convert a variety of word processing file formats to PDFs can be found in the Tech Hub website.

In addition, we strongly encourage you to **save an electronic copy of each of your assignments to your Google Drive, a portable flash drive, and/or email the file(s) to yourself**. This is especially important if you are using a public computer, but is also recommended even if you have another copy saved on your personal computer.

**Checking Assignment Scores and Feedback**
It is our goal to complete the grading of assignments within a week of their deadline. In addition to grading your work, we provide feedback relevant to your knowledge, attitudes, and/or behavior. Be sure to read the feedback that’s in the comment box and/or attached for you. This will enhance your learning experience, and it is expected in this course. You can check your assignment score and feedback by clicking the assignment title. Then, scroll to the bottom of the page. You should see your score and feedback.

Please let us know if you have any questions about assessment feedback or your scores. If you have general questions about your grade, email your TA. If you would like an assignment or quiz score or your final grade to be reconsidered by the instructional team, please email the TA **within two weeks of grading** with a detailed justification as to why you believe your score or final grade should be reconsidered.

**Technical Issues with Course Materials**
You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline. Double-check your quiz and assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page; assignments successfully submitted will be attached on this page or your quiz score should appear if it was successfully submitted.
If you experience technical difficulties while navigating through the course site or attempting to submit coursework:

1. Search for a solution in the RI Tech Hub website, linked in the Moodle course site.
2. If you cannot find a solution, you should submit a Tech Help Form within 30 minutes of the problem’s occurrence. This form is located in the RI Tech Hub Website, linked on your Moodle course site. Provide as much information as possible, so your tech administrator can best help you as soon as possible. You can expect a response within 1-2 business days to help resolve the problem.
3. If you cannot access the Moodle course site, contact Moodle support and explain what you are experiencing so they can help you.

Late Work

Because there is something due every week throughout the term, it’s especially important to stay on track with your coursework. If you have other priorities when a quiz or assignment is due, plan ahead and submit the work early. Late work will be accepted for only a limited amount of time (up to 24 hours past its deadline) and will be worth only half credit. This means that all work submitted after 9:00 pm CST on its given due date will earn a maximum of half credit; so, do not wait until the last minute to submit! No work will be accepted more than 24 hours past its posted deadline. The only potential exception to this policy is for a legitimate reason as defined below. Also note, extra credit opportunities are posted on the course site if you wish to make up lost points, but extra credit will not be accepted for any credit past its posted deadline.

Makeup Work for Legitimate Reasons

If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your TA as soon as possible. Per University policy, legitimate reasons for making up work may include illness, a serious accident or personal injury, hospitalization, a death or serious illness within the family, bereavement, religious observances, subpoenas, jury duty, military service, participation in intercollegiate athletic events, or similar situations. Further, circumstances that qualify for making up missed work must be verifiable (e.g., copy of funeral program or obituary, doctor’s note, etc.) and will be handled by the instructional team on a case-by-case basis; they will always be considered but not always granted. They do not include “working too much,” “took too many credits,” and so forth. Additionally, such circumstances do not include voting in local, state, or national elections. For complete information, please see the U of M’s policy on Makeup Work for Legitimate Absences.

Optional Extra Credit (up to 15 points)

You may earn a maximum of 15 points of extra credit throughout the semester. All extra credit opportunities are optional. They are meant to enhance what you’re learning throughout the course content and may take several forms (e.g., optional/bonus work on required assignments, experiential activities, campus or community events related to course topics, current events articles, etc.). Check the course outline (on the main page) to see extra-credit opportunities as well as the news and announcements forum for additional extra credit opportunities that may become available throughout the semester.

Grade Calculation

There are 240 total points possible in this class. You can calculate your course grade throughout the semester:

1. Add the points earned on the work that’s been graded. Include any points earned through extra credit. Do not include your score from the Orientation Quiz, as it is
required, but not worth any points toward the course total. (Note: you can view your scores by clicking on the “grades” link located within the “Administration” block. This block can be found on the left-hand side of the course site.)

2. Divide that number by the total number of points that were possible on the work that’s been graded. Do not include extra credit in the total points possible, or work that’s been submitted but not yet graded.

Grading Scale
The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

<table>
<thead>
<tr>
<th>% In Class</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 - 100%</td>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>90 - 91%</td>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>88 - 89%</td>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>82 - 87%</td>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>80 - 81%</td>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>78 - 79%</td>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>72 - 77%</td>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>70 - 71%</td>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>68 - 69%</td>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>60 - 67%</td>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>&lt; 59%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

A = achievement that is outstanding relative to the level necessary to meet course requirements.
B = achievement that is significantly above the level necessary to meet course requirements.
C = achievement that meets the course requirements in every respect.
D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
S = achievement that is satisfactory, which is equivalent to a C- or better
N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Please see the U of M’s policy on Grading and Transcripts for more information.

Grade Option Change
For full-semester courses, you may change your grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e., summer and half-semester) can be found at One Stop Student Services.

Incomplete Contracts
A grade of incomplete (“I”) shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official
day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). Students can learn more information and initiate an incomplete contract through the SPHGrades website.

**Note:** We will not grant an “I” grade unless a majority of the coursework has already been completed satisfactorily (e.g. 75% of the coursework has been completed at or above a C-level). See the [U of M’s policy on Incomplete Grades](#) for more information.

**University of Minnesota Uniform Grading and Transcript Policy**
A link to the policy can be found on [One Stop Student Service’s website](#).

### VIII. Other Course Information and Policies

#### Other Important Dates

Please visit the [University’s academic calendar](#) for important University dates, deadlines, and holidays.

#### Course Evaluation

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grade as soon as the faculty member renders the grade in SPHGrades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

**Note:** This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only. Responses will remain anonymous and will not be released to the course instructor until after final grades have been submitted.

#### Course Withdrawal

Students should refer to the [Refund and Drop/Add Deadlines for the particular term or information and deadlines for withdrawing from a course](#). As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must [contact the School of Public Health Office of Admissions and Student Resources](#) for further information.

**Student Conduct Code**
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
As a student at the University you are expected to adhere to Board of Regents Student Conduct Code.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. Please see the U of M’s policy on the Use of Personal Electronic Devices in the Classroom for more information.

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). If it is determined that a student has cheated, they may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see the U of M’s policy on Teaching and Learning: Instructor and Unit Responsibilities.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Indiana University offers a clear description of plagiarism and an online quiz to check your understanding.

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see the U of M's policy on the Appropriate Student Use of Class Notes and Course Materials.
Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult the Board of Regents Policy on Sexual Harassment.

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy on Equity, Diversity, Equal Opportunity, and Affirmative Action.

Inclusive Language

While, for the most part, our culture uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing biological sex or sex assigned at birth, we at the Rothenberger Institute recognize that this doesn’t encompass everyone’s experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research within the lessons because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.

Trigger Warning

Throughout Sexuality Matters, we do our best to present accurate and factual information about sexual health and related topics. This course and pages linked in its resources contain information about sexual assault, relationship violence, and other forms of trauma, which may be triggering for some survivors and others. Additionally, assignments ask you to reflect on your personal experiences and preferences. Consider taking some time to take care of yourself and seek help if desired. The Aurora Center for Advocacy and Education provides a safe and confidential space for students, faculty, staff, alumni, and family members or friends affiliated with the University of Minnesota who are victims/survivors/concerned people of sexual assault, relationship violence, or stalking. You can get in touch with an advocate by calling their 24-Hour Helpline: 612-626-911. For more information, visit The Aurora Center website. Contact your instructor if you have questions or concerns.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 (V/TTY) or email the DRC to arrange a confidential discussion regarding equitable access and reasonable accommodations.
If you are registered with DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please visit the DRC website.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

Academic Freedom and Responsibility
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, your adviser, the associate dean of the college (Dr. Kristin Anderson, 612-626-8568), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Student Writing Support
The Center for Writing provides one to one tutoring services to students for all levels of writing; students can schedule appointments to meet face-to-face with a student writing consultant, drop by during drop in hours (15 Nicholson Hall), or work with a consultant online.
Student Academic Success Services (SASS)

Students who wish to improve their academic performance may find assistance from Student Academic Support Services (SASS). While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Role and Purpose of Policies

The above course policies are consistent with University of Minnesota policies and have been developed through previous experience with students. They are meant to help you meet the expectations of the course and to ensure that all students are held to the same, consistent standards and treated fairly.
### IV. Learning Objectives

<table>
<thead>
<tr>
<th>Module</th>
<th>Class Component</th>
<th>Objectives</th>
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</table>
|        | **Why Does Sexuality Matter? Lesson** | • List the goals of this course;  
  • Describe the concept of sexuality;  
  • Describe the interaction of human rights and sexual rights; and  
  • Describe the current state of sexuality education in the U.S. |
| Module 1 | **What’s the Difference? Sex, Gender, and Identity Lesson** | • Explain why language is not inclusive in regards to sex and identity;  
  • Describe the differences between biological sex, gender identity and expression, and sexual orientation; and,  
  • Explain why self-identification is essential in regards to gender and sexual orientation. |
|        | **Module 1 Quiz** | Assess the learning objectives of the following lessons:  
  • Why Does Sexuality Matter?  
  • What’s the Difference? Sex, Gender, and Identity |
|        | **Identity Spectrum Reflection** | • Self-identify sex, gender identity, gender expression, and sexual orientation; and,  
  • Contemplate the role of fluidity in personal identity. |
<table>
<thead>
<tr>
<th>Module</th>
<th>Class Component</th>
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</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>The Body Lesson</td>
<td>• Explain why it is not inclusive to pair gender to anatomy;</td>
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<td>• Describe the basic anatomy of the genitals, including typical variations and intersex;</td>
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<td>• Identify methods of body modification;</td>
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<td>• Explain the relationship between self-esteem, body image, and sexuality;</td>
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<td>• Describe the process of reproduction; and,</td>
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<td>• Dispel pregnancy myths.</td>
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</tbody>
</table>
| Te
tw  | How We Think About Sex Lesson    | • List the four categories of reasons why people have sex;                                                                                                                                                  |
<p>|              |                                  | • Describe how family, peers, schools, faith, policy, media, and societal norms influence our values and beliefs about sexuality;                                                                              |
|              |                                  | • Explain why it is important to clarify your own personal values and beliefs about sexuality; and,                                                                                                          |
|              |                                  | • Describe the difference between ‘both/and’ versus ‘either/or’ types of thinking in regards to sexuality.                                                                                                  |
|              | Sexual Expression Lesson         | • Explain why there are no set definitions of abstinence, sexual activity, or sex;                                                                                                                           |
|              |                                  | • Compare and contrast the pros and cons of a linear model versus a circular model of sexual pleasure; and,                                                                                            |
|              |                                  | • Identify common forms of sexual expression.                                                                                                                                                                |
|              | Module 2 Quiz                    | Assess the learning objectives of the following lessons:                                                                                                                                                   |
|              |                                  | • The Body                                                                                                                                                                                                  |
|              |                                  | • How We Think About Sex                                                                                                                                                                                   |
|              |                                  | • Sexual Expression                                                                                                                                                                                          |
|              | Values and Beliefs Reflection    | • Clarify personal values and beliefs in regards to the five dimensions of sexuality;                                                                                                                      |
|              |                                  | • Discuss personal values formation; and,                                                                                                                                                                   |
|              |                                  | • Analyze how values might affect future relationships.                                                                                                                                                     |</p>
<table>
<thead>
<tr>
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</table>
| Sexually Transmitted Infections Lesson | • Define sexually transmitted infection, or STI;  
  • Describe the differences between bacterial, viral, and parasitic STIs; and,  
  • Identify individual STIs and describe the transmission, testing, and treatment process for each. |
| Safer Sex Methods Lesson | • List and describe the variety of safer sex methods;  
  • Describe the steps to properly using an external condom, internal condom, and dental dam;  
  • Describe the differences between water-based, oil-based, and silicone-based lubricant;  
  • Identify vaccines that protect against certain STIs;  
  • Define Post Exposure Prophylaxis; and,  
  • Describe the potential outcomes of using alcohol or other substances in conjunction with sexual activity and identify how you can reduce the risk. |
| Module 3 Quiz | Assess the learning objectives of the following lessons:  
  • Sexually Transmitted Infections  
  • Safer Sex Methods |
| Benefits/Barriers to Safer Sex Reflection | • Assess personal risk level for becoming infected with an STI; and,  
  • Discuss the benefits and barriers to consistent and correct condom or dental dam use. |
<table>
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<tr>
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</thead>
</table>
| Module 4 | Methods of Contraception Lesson | • Describe the differences in how hormonal, barrier, and abstinence methods work to prevent pregnancy; and,  
• Define each method of contraception. |
| | Choosing a Method Lesson | • Analyze what method of contraception may be the best option for you; and,  
• Dispel contraception myths. |
| | Pregnancy Options Lesson | • Describe the three pregnancy options;  
• Identify what factors go into making a pregnancy outcome decision; and,  
• Dispel myths related to each pregnancy option. |
| | Module 4 Quiz | Assess the learning objectives of the following lessons:  
• Methods of Contraception  
• Choosing a Method  
• Pregnancy Options |
| Choosing a Method OR Pregnancy Decision-Making Reflection | • Assess the importance of avoiding an unintended pregnancy;  
• Analyze the most important factors in choosing a method of contraception; and,  
• Compare contraception methods and choose one that is the best fit.  
• Clarify values and beliefs around pregnancy options;  
• Analyze how each option may effect the future; and,  
• Determine supportive people and resources. |
## Module 5

<table>
<thead>
<tr>
<th>Class Component</th>
<th>Objectives</th>
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</table>
| Partnered Relationships Lesson| • Describe different partnered relationships;  
                                  • List places where you can meet potential partners; and,  
                                  • List various topics that can be discussed with partners at the start of and during the course of the relationship. |
| Healthy Relationships Lesson  | • Describe the differences between healthy, unhealthy, and abusive relationships;  
                                  • Identify reasons why relationships end;  
                                  • Explain the main components of a safety plan; and,  
                                  • Describe ways to help a friend who is in an abusive relationship.                                            |
| Module 5 Quiz                 | Assess the learning objectives of the following lessons:  
                                  • Partnered Relationships  
                                  • Healthy Relationships  |
# Course Syllabus—PubH 1004: Sexuality Matters

## Spring 2017

<table>
<thead>
<tr>
<th>Module</th>
<th>Class Component</th>
<th>Objectives</th>
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</thead>
</table>
| Module 6 | Communication and Decision Making – Strategies Lesson | • Identify and describe models of communication; and,  
• Explain why identifying personal desires and boundaries is an important component of sexuality. |
| | Communication and Decision Making – The Tough Stuff Lesson | • Describe how to communicate consent and sexual pleasure;  
• Identify strategies to negotiate barrier use; and,  
• Describe how to talk about STIs, testing, and treatment with partners. |
| | Inventory Reflection | • Clarify personal sexual desires and boundaries;  
• Identify sexual desires and boundaries that are important to discuss with sexual partners; and,  
• Assess confidence in discussing sexual desires and boundaries with sexual partners. |
| | Negotiation Role-Play Reflection | • Identify a personal topic that may be difficult to discuss with someone;  
• Write a script for a difficult conversation using a communication model; and,  
• Role-play the script with a trusted person. |
<table>
<thead>
<tr>
<th>Module</th>
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</thead>
<tbody>
<tr>
<td>Module 7</td>
<td>Sexual Assault Lesson</td>
<td>• Define sexual assault and characteristics of affirmative consent;</td>
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<tr>
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<td>• Describe the role of alcohol and substances in sexual assault;</td>
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<td>• Identify the stoplights of affirmative consent;</td>
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<td>• Identify protective strategies;</td>
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<td>• Describe how the brain and body respond to trauma;</td>
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<td>• Explain how trauma impacts memory;</td>
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<td>• Identify the national laws addressing sexual assault in higher education;</td>
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<td>• Describe bystander intervention; and</td>
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<td>• Identify ways to intervene in potentially problematic situations.</td>
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<td></td>
<td>Advocating for Your Sexuality Lesson</td>
<td>• Describe how to find a sexual healthcare provider that fits your needs;</td>
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<td>• Identify where to find safer sex supplies, contraception, and STI testing;</td>
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<td>• Evaluate sources of health information to determine if they are accurate and reliable;</td>
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<td>• Identify ways to get involved in changing policy; and</td>
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<td></td>
<td>• List ways to be a sexuality resource to other people.</td>
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<tr>
<td></td>
<td>Module 7 Quiz</td>
<td>Assess the learning objectives of the following lessons:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sexual Assault</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advocating for Your Sexuality</td>
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</tbody>
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