HEAL 325. DL 3 – Health Aspects of Human Sexuality
3 Credits, Spring 2024
Distance Learning
March 11 – April 30

Faculty

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University Catalog Course Description

Covers the biological, psychological, emotional, and sociocultural factors related to human sexual behaviors. Includes topics such as anatomy, gender, sexual response, sexual behaviors, sexual orientation, relationships, reproduction, contraception, sexual difficulties and solution, sexually transmitted infections, and sexual coercion.

Course Overview

This course explores the health aspects of human sexuality.

Course Delivery Method

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on March 10, 11:59 pm

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, and because this is a 7.5 week class, modules will be due on **Tuesdays at 11:59 PM**.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Late Work: Late work will not be accepted.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. One-on-one sessions will take place on Zoom.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Describe the biological components of human sexuality (e.g., anatomical, physiological, human sexual response), including the male and female reproductive systems, and sexual dysfunctions.
2. Explain key health concepts in human sexuality across the lifespan.

3. Identify and compare the different methods of contraception, and sexually transmitted infections and diseases.
4. Analyze the biological, psychological, emotional, and sociocultural influences that shape sexual attitudes, values, and behaviors.
5. Discuss the diversity of sexual behaviors and lifestyles.
6. Identify sexual health resources available for youth and adults on diverse sexual behaviors.

Professional Standards
Not Applicable

Required Texts
Crooks, R., Baur, K., & Widman, L. (2021). *Our sexuality (14th ed).* Cengage Learning. ISBN: 978-0-357-36075-0

In addition, supplementary readings will be posted on Blackboard throughout the semester.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).
This course will be graded on a point system, with a total of 300 possible points.

Assignments and/or Examinations

Requirements	Possible Points
Quizzes Each Blackboard quiz is composed of 10 multiple-choice, true-false, and matching questions. The quizzes are based on the content of the text and other supporting materials provided on Blackboard. To best prepare for the quizzes, students should read all materials and watch associated lectures prior to starting the quiz. Students will have 10 minutes to complete each quiz. 18 quizzes will be given throughout the semester, and the lowest three quiz scores will be dropped in the calculation of the final grade.	**150**

<u>Short Essay Groups</u>

There will be 10 short essay questions based on the content of the textbook and other materials. Each short essay question will be graded 0-5 points with a total of 50 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.

These questions will be presented in groups of 2.

There will be 6 short essay groups throughout the semester, and the lowest short essay group will be dropped in the calculation of the final grade. | **50** |
| <u>Reflection Paper</u>

This paper is a chance to reflect on the materials presented and discussed throughout the semester. Two to three prompts will be provided on Blackboard at least one week prior to the due date. The paper should be 2-3, double-spaced, pages. More information on the Reflection Paper will be posted on Blackboard during the semester. | **50** |

<u>Discussion Boards</u> Each student is expected to post a comment in 5 different discussion boards. Each board is worth up to 10 points and require a minimum of two posts (up to 5 points per post). At least one post must be a response to another student's post. The contribution should be meaningful and contribute to the ongoing discussion. The responses should not repeat anything that was said in posts by other students and should not just be a "I agree" or "me too" type of post that has no additional information or thoughts. Once a student posts, they must wait at least 48 hours before they post again. If the second post is made less than 48 hours after the first post, the student will receive an automatic 0 on their second post. Points will be given based on the quality and length of the post. Each post must be at least 150 words in length. Quality includes spelling and grammar. Points will be deducted for excessive spelling and grammatical mistakes. Students may post as often as they like per board, but the only two posts that will be graded are each student's first two posts. There will be 6 discussion boards throughout the semester, and the lowest discussion board will be dropped in the calculation of the final grade.	**50**
Total Points	**300 points**

TOTAL	**300 points**

Additional information:

- It may take up to 2 business days for me to reply to emails. If you are in the process of addressing an issue with me, then you are expected to return emails within 2 business days or the matter will be considered closed.
- If there are questions about grading, students must speak to me within 1 week of the grade being made available.
- There is no extra credit. Grades will not be curved or rounded.
- If a deadline is missed due to an emergency, you must provide documentation within 1 week of the missed deadline.
- Students are expected to be equal partners in the learning process.

Grading Scale

A = 282 – 300	B+ = 264 –269.9	C+ = 234 – 239.9	D = 180 – 209.9
A- = 270 – 281.9	B = 252 – 263.9	C = 222 – 233.9	F = 0 – 179.9
	B- = 240 – 251.9	C- = 210 – 221.9	

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

The discussion boards will open as soon as the previous ones closes.

Module	Topic	Chapters	Assigned work	Due Dates (by 11:59 PM)
1	Perspectives on sexuality Sex research: Methods and challenges Female sexual anatomy and physiology	1, 2, 3	Chapter 1 quiz Chapter 2 quiz Chapter 3 quiz Discussion board 1 Short essay group 1	March 19
2	Male sexual anatomy and physiology Sexual arousal and response Sexual difficulties and solutions	4, 6, 14	Chapter 4 quiz Chapter 6 quiz Chapter 14 quiz Discussion board 2 Short essay group 2	March 26
3	Love and communication in intimate relationships Sexual behaviors Atypical sexual behavior	7, 8, 16	Chapter 7 quiz Chapter 8 quiz Chapter 16 quiz Discussion board 3 Short essay group 3	April 2
4	Contraception Conceiving children:	10, 11, 17	Chapter 10 quiz Chapter 11 quiz	April 9

	Process and choice Sexual Coercion		Chapter 17 quiz Discussion board 4 **Short essay group 4**	
5	Gender issues Sexual orientations Sexually Transmitted Infections	5, 9, 15	Chapter 5 quiz Chapter 9 quiz Chapter 15 quiz Discussion board 5 **Short essay group 5**	April 16
6	Sexuality during childhood and adolescence Sexuality and the adult years Sex for sale	12, 13, 18	Chapter 12 quiz Chapter 13 quiz Chapter 18 quiz Discussion board 6 **Short essay group 6**	April 23
7	All topics		**Reflection Paper**	April 19

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
a. Students must adhere to the guidelines of the Mason Honor Code
    (see https://catalog.gmu.edu/policies/honor-code-system/).
b. Students must follow the university policy for Responsible Use of Computing
    (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
c. Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

d. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu).

e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

a. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding the use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

TimelyCare

Mason students now have FREE access to TimelyCare – a virtual mental health and well-being platform crafted specifically for college students!

With TimelyCare, Mason students will have access to a multitude of virtual mental health and well-being resources that are free and available 24/7. Find out more about the resources available online at Timelycare.com/gmu or Download the app.
https://ulife.gmu.edu/timely-care/