

George Mason University
College of Education and Human Development
HEAL

HEAL 325. DL1 – Health Aspects of Human Sexuality
3 Credits, Spring 2024
Distance Learning
1/16-5/8

Faculty

Name: Diana Karczmarczyk PhD, MPH, MCHES®
Office Hours: By Appointment
Office Location: Zoom
Email Address: dkarczma@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Covers biological, behavioral, and sociocultural factors in human sexual behavior.

Course Overview

This course relies, in part, on the use of explicit visual teaching aids such as slides, films and video clips. These materials may portray nudity, masturbation, and examples of sexual behavior. Every effort is made to present those materials in a mature and scientific manner. A person who would be offended by frank discussions and/or visual portrayals of human sexual behavior may not a good candidate for this class.

Students are expected to conduct themselves in a manner appropriate to a college classroom. Any student whose behavior is inappropriate or destructive to the learning environment will be asked to leave the class.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **The course site will be available on Tuesday, January 16, 2024 at Noon. The last day of instruction will be on Monday, April 29, 2024, followed by the final exam period of May 1 to May 8, 2024.**

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:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, please note that our week will start on Wednesday and finish on the following week’s Thursday. The only exception is that the course will initially be posted on a Tuesday to launch the course at the start of the semester; though the deadline is still the following week’s Thursday. Schedule adjustments have also been made to accommodate the Spring Recess. Deadlines for all assignments will be clearly indicated on the course Blackboard site.
- 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 3 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. Students who have an emergency during the course that impacts full participation in the course must contact the Instructor immediately.

- Late work/Missed assignment:

If a student misses an assignment during the course, they are able to request a *one-time* opportunity to make up the missed work at the discretion of the instructor if the request is submitted within a week of the module deadline. This applies for one assignment only. This one-time opportunity does not extend beyond the final date of course instruction and requires instructor approval.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method (phone or video call) and suggested dates/times.

- 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.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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

N/A

Required Texts

Crooks, R., Baur, K. & Widman, L. (2021). *Our Sexuality (14th edition)*. Belmont, CA: Wadsworth/Cengage Learning.

Additional required readings will be posted on Blackboard for each module.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy). Please note that all the evaluations during the course are performance based assessments and no fieldwork experience is required.

- **Assignments and/or Examinations**

Course Evaluation Criteria	
Requirement Details	Possible # of Points
Syllabus and APA Quiz (1 quiz, up to 25 points)	25
Video or Podcast Introduction Response (1 response, up to 15 points)	15
Personal Reflections (5 reflections, up to 10 points each)	50
Infographics (2 infographics, up to 30 points each)	60
Content questions (25 questions in 10 modules, up to 25 points each)	250
Final Exam (50 multiple choice questions, 2 points each)	100
Total number of possible points	500

Syllabus and APA Quiz: In Module 1 there will be a multiple choice quiz to ensure that students have reviewed the course expectations, schedule, required assignments, and expectations for correct citations using APA guidelines. Students will have up to 2 attempts to complete the quiz. The highest grade will count towards the final grade in the course.

Video or Podcast Introduction Response: Each student will be asked to share a welcome post to the class during Module 1. Students are required to use either video or podcast tools to introduce themselves to the instructor in response to specific prompts. Complete details for this assignment will be posted on Blackboard

Personal Reflections: These reflections will be brief written responses on the content covered in the course. These assessments are an opportunity to reflect on the health topics raised in class and respond to specific questions about the content from the instructor. These reflections are opinion based and will be graded based on grammar, spelling, and thoroughness in each response.

Infographic: Each student will develop two educational infographics on a topic related to human sexuality. The infographic must identify a key topic in human sexuality, share significant health information with appropriate sources cited, and offer at least one resource that can offer support of education on the issue. Complete details for this assignment will be posted on Blackboard.

Content Questions: There will be a lot of material covered in the course. Material will be presented from a wide variety of sources including, but not limited to, the textbook, video clips, websites,

magazines, newspaper and journals. In 10 of the modules, there will be up to 25 questions about the content.

Final Exam: The final exam in the course will be an opportunity to demonstrate understanding of key concepts from the course. The exam will be delivered online through Blackboard. The exam will consist of 50 multiple choice questions. Each student is expected to complete the exam independently with access to the textbook, internet and resources from the class.

- **Other Requirements**

Active participation will help to make this class more valuable. Each student has an important contribution to make in the class, so please share information appropriately as it relates to the course material and professional development of fellow classmates.

All assignments must be submitted through Blackboard. It is also the responsibility of students to submit the work in a file that can be opened. Files that cannot be opened may be subject to a deduction in points until a file is received that can be opened.

Type, spell check and proofread all work submitted. A deduction in points will occur for work that contains grammatical and spelling errors.

- **Grading**

Grading Scale:

A 100-94%	B+ 89-88%	C+ 79-78%	D 69-60%
A- 93-90%	B 87-84%	C 77-74%	F 59-0
	B- 83-80%	C- 73-70%	

All grades and comments on work submitted will be posted on Blackboard. The final grade for the course will be determined based on the total number of points earned using the grading scale. The point scale breakdown for the final course grade will be as follows:

Final Course Grade (based on total number of points earned):

A 500 – 466 points	B+ 445 - 436 points	C+ 395 - 386 points	D 345 -296 points
A- 465 – 446 points	B 435 - 416 points	C 385 - 366 points	F 295 -0 points
	B- 415 -396 points	C- 365 - 346 points	

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

DATE	CLASS TOPIC(S)	READING & ASSIGNMENTS
<p>Week of 1/15/2024 (Module 1)</p> <p>Course opens on 1/16/23 at noon</p>	<p>Perspectives in Human Sexuality</p> <p>Sex Research: Methods and Challenges</p>	<p>Read Chapter 1 Read Chapter 2</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 1/25</p> <p>1) Syllabus and APA Quiz 2) Video or Podcast Introduction Response</p>
<p>Week of 1/22/2024 (Module 2)</p> <p>Module 2 opens on 1/24/24 at noon</p>	<p>Female Sexual Anatomy and Physiology</p>	<p>Read Chapter 3</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 2/1</p> <p>1) Content Questions #1</p>
<p>Week of 1/29/2024 (Module 3)</p> <p>Module 3 opens on 1/31/24 at noon</p>	<p>Male Sexual Anatomy and Physiology</p>	<p>Read Chapter 4</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 2/8</p> <p>1) Content Questions #2 2) Personal Reflections #1</p>
<p>Week of 2/5/2024 (Module 4)</p> <p>Module 4 opens on 2/7/24 at noon</p>	<p>Gender Issues</p> <p>Sexual Arousal and Response</p>	<p>Read Chapter 5 Read Chapter 6</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 2/15</p> <p>1) Content Questions # 3 2) Personal Reflections #2</p>
<p>Week of 2/12/2024 (Module 5)</p> <p>Module 5 opens on 2/14/24 at noon</p>	<p>Love and Communication in Intimate Relationships</p>	<p>Read Chapter 7</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 2/22</p> <p>1) Content Questions # 4 2) Personal Reflections #3</p>
<p>Week of 2/19/2024 (Module 6)</p>	<p>Sexual Behaviors</p>	<p>Read Chapter 8</p> <p>Read materials and watch videos posted on Blackboard</p>

Module 6 opens on 2/21/24 at noon		Assignments due 11:59 PM on 2/29 1) Infographic # 1 2) Personal Reflections #4
Week of 2/26/2024 (Module 7) Module 7 opens on 2/28/24 at noon	Sexual Orientations	Read Chapter 9 Read materials and watch videos posted on Blackboard Assignments due 11:59 PM on 3/14 1) Content Questions #5 Note deadline extension due to Spring Recess
Week of 3/11/2024 (Module 8) Module 8 opens on 3/13/24 at noon	Contraception (This module is released on 3/13 to accommodate Spring Recess)	Read Chapter 10 Read materials and watch videos posted on Blackboard Assignments due 11:59 PM on 3/21 1) Content Questions #6
Week of 3/18/2024 (Module 9) Module 9 opens on 3/20/24 at noon	Conceiving Children: Process and Choice	Read Chapter 11 Read materials and watch videos posted on Blackboard Assignments due 11:59 PM on 3/28 1) Content Questions #7
Week of 3/25/2024 (Module 10) Module 10 opens on 3/27/24 at noon	Sexuality During Childhood and Adolescence	Read Chapter 12 Read materials and watch videos posted on Blackboard Assignments due 11:59 PM on 4/4 1) Content Questions # 8
Week of 4/1/2024 (Module 11) Module 11 opens on 4/3/24 at Noon	Sexuality and the Adult Years	Read Chapter 13 Read materials and watch videos posted on Blackboard Assignments due 11:59 PM on 4/11 1) Personal Reflections #5
Week of 4/8/2024 (Module 12) Module 12 opens on 4/10/24 at noon	Sexual Difficulties and Solutions Sexually Transmitted Infections	Read Chapter 14 Read Chapter 15 Read materials and watch videos posted on Blackboard

		Assignments due 11:59 PM on 4/18 1) Content Questions # 9
Week of 4/15/2024 (Module 13) Module 13 opens on 4/17/24 at noon	Atypical Sexual Behavior	Read Chapter 16 Read materials and watch videos posted on Blackboard Assignments due 11:59 PM on 4/25 1) Content Questions #10
Week of 4/22/2024 (Module 14) Module 14 opens on 4/24 at noon	Sexual Coercion Sex for Sale	Read Chapter 17 Read Chapter 18 Read materials and watch videos posted on Blackboard Assignments due 11:59 PM on 5/8 1) Infographic #2 Note: This assignment is due by Wednesday, May 8
Week of 4/28/2024 (Final Exam) Final exam opens on 5/1 at noon	Final Exam	Final Exam due 11:59 PM on 5/8 Note: The Final Exam is due on Wednesday, May 8

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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/>.

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

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- 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.
- 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/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- 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 use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible 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 additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Mason is now partnered with TimelyMD to deliver **TimelyCare** – a new virtual mental health and well-being platform for students. The service provides 24/7 access to virtual care at no cost and augments the in-person and virtual mental health services that remain available to Mason students through Counseling and Psychological Services (CAPS) and Student Health Services (SHS).

How can students access **TimelyCare?**

Students can go to timelycare.com/gmu or directly download the **TimelyCare** app from the app store to register with their school email address. Students can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States.