

PHC 6404: Sexuality, Gender, and Public Health (3 credit hours)
University of Florida
College of Public Health & Health Professions Syllabus
Spring: 2020
Delivery Format: E-Learning in Canvas

Instructor Name:

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Preferred Course Communications/ Email Policy: Direct Outlook email is the preferred method of communication, not the message function within Canvas. Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

Prerequisites

None

PURPOSE AND OUTCOME**Course Overview**

Sexuality has long been a public health concern, although this concern was historically limited to the field of reproductive health. Due in large part to the HIV/AIDS epidemic, issues of sexual health more generally have been taken up by public health researchers, policy makers, and practitioners. Sexual health is now considered a critical component of people's well-being and a plethora of theoretical and applied initiatives have been and are being developed around the world to promote sexual health. In particular, contemporary research reveals that gender is a key factor in understanding patterns of individuals' sexual health behaviors and risks, the ways that individuals perceive and use their bodies, and their experiences of health, wellness, and illness. Our approach will be multidisciplinary and cross-cultural in focus and uses an intersectional lens.

Course Objectives and/or Goals

1. Develop and articulate a more critical understanding of the concepts of gender, sexuality, and health, as applied to self and others.
2. Identify how gender and sexuality impact the overall health and well-being of self and others.
3. Define and continuously re-define what is meant by "sexual health" for self and others within changing social and cultural contexts.

4. Review and critically evaluate research on gender and sexual health and defend these critiques through ongoing discussions of readings.
5. Apply basic theories, concepts, and models from a range of social and behavioral sciences disciplines that are used in gender-based and sexual health research and practice.

What is expected of you?

You are expected to actively engage in the course throughout the semester. This course relies heavily on participation in the online discussion boards with instructor and classmates; your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. In order to be successful in an online course it is essential that students become familiar with the course outline, syllabus, and assignments. It is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas) each week prior to participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

There is no required textbook for this course.

Required Readings: Posted on the course website (Canvas).

Course Website: The course website is available on Canvas at <http://elearning.ufl.edu>. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in Canvas. Depending on your CANVAS notification settings, you may or may not be notified via email; **you are responsible for all information in these announcements** whether or not you see them in your email. **Please update your settings so that you are notified of announcements.**

Technical Requirements: You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

For **other technical support** for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Course Components: (Note: Detailed instructions will be given for each assignment as it draws near.)

1. **Syllabus/Academic Integrity Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this

quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.

2. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned specified journal articles or other readings to read that are related to that week's module topic. Within each module on Canvas, additional information may be provided (e.g., recorded lectures, videos, other forms of multimedia, etc.). Whether these materials are required or optional will be described within that week's page on Canvas. These materials can be accessed under the appropriate week's module in e-Learning. You are responsible for readings and studying other course materials in advance and will need to participate in order to be successful in this course.
3. **Online Discussion Participation & Weekly Activities:** The exchange of ideas between colleagues is a key aspect of learning and is a required activity in this course. In several modules, we will have a group discussion component. You may also have short out-of-class assignments that you will discuss on the discussion board that will be considered part of this grade; more information on these assignments will be provided under the appropriate module. While you are graded on overall participation each week, you are required to complete each week's discussion post and reply to **a minimum** of two other students' posts on that week's group board. Discussion posts should address **all** questions in that week's prompt (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you've answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week's readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we've had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion/debate. Please consult the rubric posted online on Canvas for an outline of what we are looking for in the discussion posts and how they will be scored. **Students can earn up to 20 points each week for discussion participation (12 total discussions), for a total of 240 points over the course of the semester.**
4. **Infographic.** Students will design and submit an infographic that can be used to teach others about a specific sexuality and/or gender public health issue of the student's choosing. Your infographic should be professional and present all of the required content in a creative and visually appealing manner. You will share your completed infographic in a discussion board to be able to view your peers' final products. Students are required to follow the guidelines outlined in the assignment guidelines (posted to Canvas). **Students can earn up to 30 total points.**
5. **Critique of "Clinical Practice Guidelines" or "Best Practice Guidelines."** Students will provide a critique of clinical practice guidelines or best practice guidelines. You will only have to select a best practice or a clinical practice guidelines (not both). You will share your critique in a discussion board to be able to view your peers' critiques. Students are required to follow the guidelines outlined in the assignment guidelines (posted to Canvas). **Students can earn up to 40 total points.**
6. **Group Collaborative Photovoice Project.** Students will complete a photovoice project to systematically investigate and construct the everyday meanings of sexuality and gender cultural issues within public health. Groups will be assigned in Canvas. *You are prohibited from photographing the faces of others for this assignment.* In addition to turning in photos, you are required to submit narratives with each photo. You will share your project in a discussion board to be able to view your peers' projects. Students are required to follow the guidelines outlined in the assignment guidelines (posted to Canvas). **Students can earn up to 50 total points.**
7. **Policy Brief.** Students will write a policy brief, an exercise in science translation that summarizes and critiques existing research for a non-scientific audience in order to inform policy. Your policy brief should be objective and make a statement regarding the status of the scientific literature and be written in order to assist policymakers in making a decision. Your policy brief should be 3-5 pages and directed to a specific applied audience, such as a state agency or congressional committee and address a specific sexuality and/or gender public health issue of the student's choosing. You will share your policy brief in a discussion board to be able to view your peers' briefs. Students are

required to follow the guidelines outlined in the assignment guidelines (posted to Canvas). **Students can earn up to 50 total points.**

Grading

Requirement	Due date	Points
Syllabus Quiz	Must be completed to unlock course content	Not graded
Online Discussion Participation & other weekly activities	Ongoing	240
Infographic	Friday, Feb 7	30
Critique of Clinical/Best Practice Guidelines	Friday, Feb 21	40
Group Collaborative Photovoice Project	Friday, Mar 27	50
Policy Brief	Monday, Apr 20	50

Final grade breakdown: Total = 410

Letter Grade	Percentage of Course Points (out of 100%)	Points
A	93-100%	381-410
A-	90-92%	369-380
B+	88-89%	361-368
B	83-87%	340-360
B-	80-82%	328-339
C+	78-79%	320-327
C	73-77%	299-319
C-	70-72%	287-298
D+	68-69%	279-286
D	63-67%	258-278
D-	60-62%	246-257
E	<60%	<246

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policy Related to Make up Exams or Other Work

Late assignments are not accepted and will receive 0 points unless arrangements have been made ahead of the due date with the instructor or extenuating circumstances are presented to the instructor and approved. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://sccr.dso.ufl.edu/process/honor-code/>

<http://www.graduateschool.ufl.edu/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Turnitin

Academic integrity is a serious issue that has been a growing problem at universities. I have a zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people’s work. With each assignment you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity. I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything though assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of

the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>. Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Topical Outline/Course Schedule:

Readings, multimedia, assignments subject to change. Please visit Canvas modules for most updated materials in each module.

Course is broken up into 5 main sections. We have tried to keep topics under sections as related as possible but in some sections, topics may also relate to another section header (i.e. a topic may be a policy issue and a cultural issue)

Module	Topic	Lectures/ Multimedia	Assignments
Competencies			
WEEK 1: 1/6/20-1/12/20	Course Introduction; Intro to Sex and Gender Education; Baseline Perspectives	Course intro lecture John Oliver video on sex education	<ul style="list-style-type: none"> Syllabus Quiz Discussion post due Friday, Jan 10 Discussion replies by Sunday, Jan 12
WEEK 2: 1/13/20-1/19/20	Gender & Sexuality Spectrums; Gender Roles and expression; health disparities	Guest Lecture: Simone Chriss, Esq., Director of Transgender Rights Initiative, Southern Legal Counsel: <i>Transgender Cultural Competency 101</i> Webinar: NIHCM: <i>Addressing Health Disparities in the LGBTQ Community</i>	<ul style="list-style-type: none"> Discussion post due Friday, Jan 17 Discussion replies due Sunday, Jan 19
WEEK 3: 1/20/20-1/26/20	Intersectionality; Minority Stress Theory; Structural Violence	Interview: Alyssa Zucker, PhD with Lisa Bowleg, PhD: <i>Intersectionality</i> Ted Talk on Intersectionality – Kimberle Crenshaw	<ul style="list-style-type: none"> Discussion post due Friday, Jan 24 Discussion replies due Sunday, Jan 26
Health Care			
WEEK 4: 1/27/20-2/2/20	Sexual Health Care	Guest Lecture: Mary Ellen Young, PhD: <i>Sexuality & Disability</i> Interview: Alyssa Zucker, PhD with Juno Obedin Maliver: <i>Unique Experiences Gender & Sexual Minority Individuals Experience in Health Care</i> Webinar: <i>LGBT-Inclusive Obstetrics and Nursing Support (LIONS)</i> created by Kelli Agrawal and Suwanee River Area Health Education Center (SRAHEC)	<ul style="list-style-type: none"> Discussion post due Friday, Jan 31 Discussion replies due Sunday, Feb 2
WEEK 5: 2/3/20-2/9/20	Gender-Based Health Care	UF Youth Gender Program Guest Lectures: Kristin Dayton, MD: <i>Medical Aspects of Transition Care</i> Lucas Demonte: <i>M.Ed., Ed.S. Candidate, Patient Advocate: Psychological Aspects of Transition Care</i> Kamelia Klejc & Travis Roundtree: <i>Assessing Barriers to Care and Evaluating Quality of Care for</i>	<ul style="list-style-type: none"> Discussion post due Friday, Feb 7 Discussion replies due Sunday, Feb 9 <i>Infographic due Friday, Feb 7</i>

		<i>Patients of the Youth Gender Clinic</i>	
WEEK 6: 2/10/20- 2/16/20	HIV; Syndemics Theory	<p>Guest Lecture: Beth Gadkowski, MD: Southeast AIDS Education & Training Center Program: <i>HIV Update</i></p> <p>Guest Lecture: Debbie Cestaro-Seifer, MS, RN, NC-BC: <i>Working with patients who live with HIV</i></p>	<ul style="list-style-type: none"> • Discussion post due Friday, Feb 14 • Discussion replies due Sunday, Feb 16
WEEK 7: 2/17/20-2/23/20	Sexually Transmitted Infections (STIs)	Guest Lecture: Jennifer Donelan, ARNP	<ul style="list-style-type: none"> • <i>Critique of Best Practices due Friday, Feb 21</i>
Cultural Considerations			
WEEK 8: 2/24/20-3/1/20	Youth & Adolescent Sexual and Gender Health and Culture	<p>Guest Lecture: César G. Escobar-Viera, PhD, MD: <i>Internet/ Social Media & Intersections of Sexual Orientation & Gender Identity (SOGI) Mental Health</i></p> <p>Guest Lecture: Ian Siljestrom, Equality Florida: <i>Inclusive Schools for LGBTQ Youth: Building Positive Culture: Respect & Inclusion for All</i></p>	<ul style="list-style-type: none"> • Discussion post due Friday, Feb 28 • Discussion replies due Sunday, Mar 1
WEEK 9: 3/1/20-3/8/20	Spring Break	Spring Break	Spring Break
WEEK 10: 3/9/20-3/15/20	Young Adult/ College Sexual and Gender Health and Culture	<p>Guest Lecture: Kelli Agrawal, MPH, TTS: <i>Collegiate Sexual Health/ Hook-up Culture</i></p> <p>Guest Lecture: Kelsea LeBeau, MPH: <i>General Health & Sexual Health Stereotypes and Norms Reinforced/ Reproduced on Snapchat</i></p> <p>Video: <i>What LGBTQ Students Want their Professors to Know</i></p>	<ul style="list-style-type: none"> • Discussion post due Friday, Mar 13 • Discussion replies due Sunday, Mar 15
WEEK 11: 3/16/20-3/22/20	Cultural Myths of Sexual and Gender Health	Guest Lecture: Mary Ellen Young, PhD: <i>Sexuality & Aging</i>	<ul style="list-style-type: none"> • Discussion post due Friday, Mar 20 • Discussion replies due Sunday, Mar 22
Policy			
WEEK 12: 3/23/20-3/29/20	<p>Sexual Orientation and Gender Identity Policy and Laws</p> <p>Sexual Orientation and Gender Identity Data Collection, Framework for Inclusive & Intersectional Research</p>	<p>Guest Lecture: Simone Chriss, Esq., Director of Transgender Rights Initiative, Southern Legal Counsel: <i>Advocating for Transgender Youth</i></p>	<ul style="list-style-type: none"> • <i>Photovoice Project due Friday, Mar 27</i>

	Gender Bias in Clinical Trials; Sexual Orientation and Gender Identity Bias in Screening Practices		
WEEK 13: 3/30/20-4/5/20	Sexual, Gender-Based, and Intimate Partner Violence	<p>Guest Lecture: Aaron Badida, JD: <i>Sexual Violence among MSM Populations</i></p> <p>Guest Lecture: Cary Love, MPH: <i>Experience as Rape Crisis Counselor; Rape Exam Process; Sexual Violence among Special Populations</i></p>	<ul style="list-style-type: none"> • Discussion post due Friday, Apr 3 • Discussion replies due Sunday, Apr 5
WEEK 14: 4/6/20-4/12/20	Sex Work, Survival, Human Trafficking, and Associated Health, Policy, and Social Effects	<p>Guest Lecture: Kelli Agrawal, MPH, TTS: <i>Sex Work Spectrums and Policies</i></p> <p>Guest Lecture: Kanathy Haney, PhD, <i>Trauma, Resilience, Support, and Transitioning among Human Trafficking Survivors</i></p>	<ul style="list-style-type: none"> • Discussion post due Friday, Apr 10 • Discussion replies due Sunday, Apr 12
WEEK 15: 4/13/20-4/19/20	Conception, Pregnancy/ Surrogacy, Adoption, and Maternity Tax Reproductive Policies, Perspectives, and Repercussions	<p>Guest Lecture: Helen Mahoney, PhD, MPH, CPH: <i>Conception, Pregnancy, Surrogacy, Adoption, and Maternity Tax</i></p> <p>Guest Lecture: Planned Parenthood</p>	<ul style="list-style-type: none"> • Discussion post due Friday, Apr 17 • Discussion replies due Sunday, Apr 19
Reflection and Innovation			
WEEK 16: 4/20/20-4/26/20	Course Wrap-Up	Course Wrap-Up	<ul style="list-style-type: none"> • <i>Policy Brief due Monday, Apr 20</i>