

PHC 6404: Sexuality, Gender, and Public Health (3 credit hours)
University of Florida
College of Public Health & Health Professions Syllabus

Spring: 2024

Delivery Format: Online, Asynchronous
Course Website or E-Learning in Canvas

Instructor Name:

Cary Carr, MPH (*she/her/hers*)
PhD Candidate, Social and Behavioral Sciences program
College of Public Health and Health Professions
Email Address: carycarr@ufl.edu
Office Hours: By appointment
Office Location: Zoom

Instructional Design Consultant and Guest Lecturer:

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Pre-Doctoral Fellow, Community and Family Health
College of Public Health, University of South Florida
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Preferred Course Communications/ Email Policy: Direct Outlook email (carycarr@ufl.edu) 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 5pm on the following Monday.

Prerequisites

Admission to program or approval of instructor

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 use an intersectional lens.

Relation to Program Outcomes

The graduate level course will build a foundation in public health with a focus on a critical understanding of how gender and sexuality impact health and well-being. Students completing this course will be able to understand how gender, sexuality, and health intersect and effectively evaluate research on gender and sexual health to inform their public health professional practice. Using an intersectional approach, students will deepen their understanding of gender and sexuality as it applies to different social and cultural contexts.

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.

Updated: 11/02/2023

Instructional Methods

This course is offered online, in weekly “modules.” Each module is made up of the following:

- 1.) Assigned readings (articles and other readings posted online to Canvas)
- 2.) Lectures/videos (posted online to Canvas)
- 3.) Discussion posts or other assignments due

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.

We have tried to make this course inclusive of many individuals, families, communities, and experiences. We also realize and would like to acknowledge that some of the materials (standing alone) may not be inclusive of all individuals, families, and communities. Some items (articles, lectures, other media) focus on certain genders, sexual orientations, identities, etc. and experiences that may be more common or more unique to those individuals and groups. We are always welcoming of feedback, suggestions, and additional resources to help us cultivate more diversity and inclusivity into these lessons. If anyone would like to discuss anything with me further or make suggestions for future semesters, please feel free to reach out.

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>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

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/Multimedia):** 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 one other student's post on that week's group board. Unless specified, 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 (11 total discussions), for a total of 230 points over the course of the semester.**
4. **Infographic.** Throughout our first section of the course, we will focus on competencies around sexuality, gender, and public health. As public health professionals, one of our responsibilities is to effectively communicate research findings and education to our intended audience. In this assignment, you will design and submit an infographic that can be used to teach others about a cultural competency related to a specific sexuality and/or gender public health issue of your 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 40 total points.**
5. **Critique of "Clinical Practice Guidelines" or "Best Practice Guidelines."** Throughout the second part of this course, we will focus on health care including sexual health care, gender-based health care, HIV, and STIs. Students will provide a critique of clinical practice guidelines or best practice guidelines that fall under a sexuality and/or gender public health issue. 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 Visual Literacy Project.** Throughout the third part of this course, we will focus on cultural considerations with sexuality, gender, and public health. Students will complete a group collaborative visual literacy 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.** In our fourth section of this course, we will discuss policy issues of sexuality, gender, and public health. 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 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	230
Infographic	Sunday, Feb 11	40
Critique of Clinical/Best Practice Guidelines	Saturday, Feb 24	40
Group Collaborative Visual Literacy Project	Saturday, Mar 30	50
Policy Brief	Saturday, 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	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
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Grade																
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.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog

(<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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, self-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 through 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. All assignments will be eligible to be run through Turnitin, even discussion posts, so please ensure you are paraphrasing and citing all submissions appropriately.

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 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> or call them at 352-392-1575. Online and in person assistance is available.
- 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 352-392-0627 or check out the website 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.

- U Matter, We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the U Matter, We Care website, which is staffed by Dean of Students and Counseling Center personnel. Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.



Title IX

University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options [here](#). Or contact Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261.

Interpersonal Violence

The University of Florida is a Green Dot campus which means that interpersonal violence of any kind is not tolerated. If you experience any form of violence, I am here to support you. Please do not hesitate to reach out to me directly or contact any of the following offices:

- **Office of Victim Services**
352-392-5648 (Monday - Friday 8am-5pm)
352-392-1111 (after business hours and on weekends)
- **Office of Accessibility and Gender Equity**
352-273-1094
<https://titleix.ufl.edu/>
- **U Matter, We Care**
352-294-CARE (2273)
umatter@ufl.edu

Teaching Philosophy

The aims of graduate school are different from those of undergraduate education. Undergraduate education is concerned primarily with instilling the essential knowledge in a field and—at its best—with preparing students for a lifetime of learning. Graduate education is about turning students into professional practitioners, researchers, and teachers. These different aims correspond to distinct responsibilities for both teachers and learners at the graduate and undergraduate levels. As professionals and aspiring professionals, you are responsible for taking initiative to master the key ideas and literature in the field and for seeking out the resources you need. My role is to facilitate your learning and professional development as independent scholars by introducing you to pertinent literature, by challenging you to evaluate and synthesize the material, and by rewarding individual initiative.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

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

Course schedule, readings, multimedia, assignments subject to change. ***Please visit Canvas modules for most updated materials in each module.*** The 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: 1/8/24-1/14/24	Course Introduction; Intro to Sex and Gender Education; Baseline Perspectives	Course intro lecture Sex education video	<ul style="list-style-type: none"> Syllabus Quiz Set up your Canvas settings so you are notified when you receive a course announcement Discussion post due Saturday, Jan 13
WEEK 2: 1/15/24-1/21/24	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 Saturday, Jan 20 Discussion reply due Monday, Jan 22
WEEK 3: 1/22/24-1/28/24	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 Saturday, Jan 27 Discussion reply due Monday, Jan 29
Health Care			
WEEK 4: 1/29/24-2/4/24	Sexual Health Care	Guest Lecture: Mary Ellen Young, PhD: <i>Sexuality & Disability</i> Webinar: <i>Inclusive Obstetrics and Nursing Support for LGBTQIA+ Patients & Clients</i> created by Kelli Agrawal and Suwanee River Area Health Education Center (SRAHEC) Interview: Alyssa Zucker, PhD with Juno Obedin Maliver: <i>Unique Experiences Gender & Sexual Minority Individuals Experience in Health Care</i>	<ul style="list-style-type: none"> Discussion post due Saturday, Feb 3 Discussion reply due Monday, Feb 5
WEEK 5: 2/5/24-2/11/24	Gender-Based Health Care	Kristin Dayton, MD: <i>Medical Aspects of Gender Transition</i> Lucas Demonte: M.Ed., Ed.S., Patient Advocate: <i>Mental Health and Wellness Considerations in Transition-Related Care</i>	<ul style="list-style-type: none"> Infographic due Sunday, Feb 11 (reply due Tuesday, Feb 13)
WEEK 6: 2/12/24-2/18/24	HIV; Syndemics Theory	Guest Lecture: Beth Gadkowski, MD: Southeast AIDS Education & Training Center Program: <i>HIV Update</i> Guest Lecture: Debbie Cestaro-Seifer, MS, RN, NC-BC: <i>Patient Experiences in HIV Care Trends, Gaps, and Opportunities</i>	<ul style="list-style-type: none"> Discussion post due Saturday, Feb 17 Discussion reply due Monday, Feb 19
WEEK 7: 2/19/24-2/25/24	Sexually Transmitted Infections (STIs)	Guest Lecture: KD Jacobs., PhD: STIs in Correctional Facilities Guest Lecture: Jennifer Donelan, ARNP: <i>Sexually Transmitted Infections Overview</i>	<ul style="list-style-type: none"> Critique of Best Practices due Saturday, Feb 24 (reply due Monday, Feb 26)
Cultural Considerations			
WEEK 8: 2/26/24-3/3/24	Youth & Adolescent Sexual and Gender Health and Culture	Guest Lecture: Ian Siljestrom, Equality Florida: <i>Supporting All Students: Schools and LGBTQ Youth</i>	<ul style="list-style-type: none"> Discussion post due Saturday, Mar 2 Discussion reply due Monday, Mar 4
WEEK 9: 3/4/24-3/10/24	Young Adult Sexual and Gender Health and Culture	Guest Lecture: César G. Escobar-Viera, PhD, MD: <i>Leveraging the Influence of Social Media to Prevent Negative Health Outcomes among Sexual and Gender Minorities</i>	<ul style="list-style-type: none"> Discussion post due Friday, Mar 8 (DUE FRIDAY DUE TO SPRING BREAK) No reply due this week

		Guest Lecture: Kelsea LeBeau, PhD, MPH: <i>Examination of Gender Norms in Health-Related Content Posted to Snapchat Discover Channels</i>	
WEEK 10 3/11/24- 3/17/24	Spring Break	Spring Break	Spring Break
WEEK 11: 3/18/24- 3/24/24	Cultural Myths of Sexual and Gender Health	Guest Lecture: Mary Ellen Young, PhD: <i>Sexuality & Aging</i> Guest Lecture: Kelli Agrawal, MPH, TTS: <i>Hooking up: Myth and Meaning</i>	<ul style="list-style-type: none"> • Discussion post due Saturday, Mar 23 • Discussion reply due Monday, Mar 25
Policy			
WEEK 12: 3/25/24- 3/31/24	Sexual Orientation and Gender Identity Policy and Laws	Guest Lecture: Simone Chriss, Esq., Director of Transgender Rights Initiative, Southern Legal Counsel: <i>Advocating for Transgender Youth</i>	<ul style="list-style-type: none"> • Group Collaborative Visual Literacy Project due Saturday, Mar 30 (individual reply due Tuesday, Apr 2)
WEEK 13: 4/1/24-4/7/24	Sexual, Gender-Based, and Intimate Partner Violence	Lecture: Cary Carr, MPH: <i>Rape Crisis Centers and Forensic Exams</i> Guest Lecture: Aaron Badida, JD: <i>Sexual Violence Among Men Who Have Sex With Men: A Legal Epidemiology Perspective</i> Guest Lecture: Benjamin Dowd-Arrow, PhD: <i>Guns: A Public Health Crisis?</i>	<ul style="list-style-type: none"> • Discussion post due Saturday, Apr 6 • Discussion reply due Monday, Apr 8
WEEK 14: 4/8/24-4/14/24	Conception, Pregnancy/Surrogacy, Adoption Reproductive Policies, Perspectives, and Repercussions	Guest Lecture: Lauren Brenzel, Planned Parenthood: <i>History of Abortion Restriction in Florida</i> <i>Multimedia: TedX UF Talk: LB Hannahs: What It's Like to be a Transgender Dad</i> <i>Multimedia: Gender is a construct video</i>	<ul style="list-style-type: none"> • Discussion post due Saturday, Apr 13 • Discussion reply due Monday, Apr 15
WEEK 15: 4/15/24- 4/21/24	Sex Work, Survival, Human Trafficking, and Associated Health, Policy, and Social Effects	Lecture: Cary Carr, MPH: <i>Sex Work and Healthcare Access</i>	<ul style="list-style-type: none"> • Policy Brief due Saturday, Apr 20 (reply due Monday, Apr 22)
Reflection and Innovation			
WEEK 16: 4/22/24- 4/24/24	Course Wrap-Up	Course Wrap-Up	<ul style="list-style-type: none"> • Discussion post due Tuesday, Apr 23 • No reply this week