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HUSR 336: Human Sexuality Undergraduate Course, Four Units

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Darrell, Emily and Grose, Rose Grace, "HUSR 336: Human Sexuality Undergraduate Course, Four Units" (2024). *Open Course Materials*. 49.

<https://digscholarship.unco.edu/courses/49>

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Introduction to Human Sexuality & Sexual Education in the U.S.

Prepared by Dr. Rose Grace Grose

Colorado School of Public Health at the University of Northern Colorado

Recommended citation: Grose, R. G. & Darrell, E. (2024). Introduction to human sexuality & sexual education in the U.S. Colorado School of Public Health at the University of Northern Colorado.

Abstract:

Unit 1: Introduction to Human Sexuality & Sexual Education in the U.S. is designed to be delivered in Week 1 of an undergraduate-level Human Sexuality elective course offered in a Human Services department. Assigning a textbook chapter in Week 1 has presented challenges for past students who are navigating financial aid, dropping/adding, etc. Thus, textbook readings do not begin until Week 2 to allow for more flexibility for students and the instructor. This Unit 1 resource describes a synchronous and asynchronous class session plan that can be adapted to different course structures. The in-person course is offered twice a week in two 75-minute sessions. The first day of an in-person Week 1 is dedicated to the syllabus, course expectations, getting to know one another, etc. and is not detailed here. The second day of an in-person Week 1 covers the history of sex education in the United States and is an opportunity for students to reflect on their prior experiences and background in comparison to a documentary and a journal article about sex education research and policy. This Unit 1 resource includes learning objectives, assigned materials, asynchronous and in-person class plans, selected student feedback, the discussion post homework assignment, and a film discussion question handout.

Learning Objectives

- Understand course structure and instructor expectations.
- Describe the history of sexual education in the United States.
- Compare personal experiences with sexual education to those highlighted in the required documentary film and journal article.
- Compare U.S. abstinence-only-until marriage policies and programs with comprehensive policies and programs.

- Describe several ways sexual education is related to scientific evidence and understanding, public health principles, and human rights.

Assigned Reading and/or Videos

- Read Santelli et al., 2017
 - Citation: Santelli, J. S., Kantor, L. M., Grilo, S. A., Speizer, I. S., Lindberg, L. D., Heitel, J., Schalet, A. T., Lyon, M. E., Mason-Jones, A. J., McGovern, T., Heck, C. J., Rogers, J., & Ott, M. A. (2017). Abstinence-only-until-marriage: An updated review of U.S. policies and programs and their impact. *The Journal of Adolescent Health*, 61(3), 273–280. <https://doi.org/10.1016/j.jadohealth.2017.05.031>
 - This article demonstrates how U.S. abstinence-only-until-marriage policies and programs are not effective, violate adolescent rights, stigmatize or exclude many youth, and reinforce harmful gender stereotypes. Adolescent sexual and reproductive health promotion should be based on scientific evidence and understanding, public health principles, and human rights.
- Watch Goodman, Brenda (2013). ***Sex(Ed): How Did You Learn About Sex?***
 - Our university offers this documentary for free through the library (Kanopy).
 - Students watch the film in-person or online, depending on the course format. For the in-person course it is not assigned as homework before the class meeting. Students who are absent from the in-person course can view the film online.

Asynchronous Online Class

- Goal: Understanding the history of sexual education in the US, the current context of sex ed, and their personal experiences with sex ed.
- Film Screening: Students watch ***Sex(Ed): How Did You Learn About Sex?*** on their own.
- Additional reading: Students are instructed to find their state [in this PDF](#) and review their current policies (instead of slides presented in the in-person class)
- Homework: Students submit a low-stakes discussion post in which they introduce themselves to their classmates and reflect on the assigned readings and film (see below).

In-Person Class [~75 minutes]

- Goal: Understanding the history of sexual education in the US, the current context of sex ed, and their personal experiences with sex ed.
- Film Screening: Students view about 43 minutes of ***Sex(Ed): How Did You Learn About Sex?*** in class (or at home if they miss class).
 - We view the ~43 minute section of the film between WWII and abstinence only education [~16:15- 59:06], but you could watch the whole thing if you have time. I stop after Joycelyn Elders. This part focuses on the history of sex education films and people's experiences of sex ed.
- Handout: Film Discussion Questions (see below)
 - I don't collect the handout for points. It helps keep folks focused during the film and helps lay a foundation for our discussion.
 - They answer a variation on the last question in an online discussion for points.
- Slides: I also include some slides that provide a very brief overview of current national policies [~5 min] and state-specific policies [~5 min]. The following resources can help the instructor create some tailored slides. They should be verified each semester because the policy landscape changes.
 - [State-specific policies PDF](#)
 - [National policies website](#)
- Discussion: We discuss the film and their own sex ed experiences [20 min]
 - Example group discussion prompts:
 - What most surprised you about the film?
 - What did you learn from the film? What stood out to you
 - Was your own sexual education experience similar or different to what was described in this film? Why or why not?
- Homework: Students submit a low-stakes discussion post in which they introduce themselves to their classmates and reflect on the assigned reading and film (see below).

Student Feedback (In-person, Spring 2024)

- Students were asked: "How helpful to you personally was it to have a week using a video and article instead of immediately having to read a chapter in the textbook?" Below are a few comments highlighting the benefits:
- "It helped ease a bit of the nervousness that was in the air, as well as I feel helped me get back into the groove of things."
- "This was extremely helpful for me, I hate when professors just hop right into reading a very long chapter in a book, especially if there isn't a free trial or we haven't received our books

from shipping yet, it can cause people to get behind in class which is hard to keep up after that.”

- “I find it difficult to understand the readings in textbooks, so this was very beneficial to me. I learned a lot about this week’s topic by watching the movie and reading a shorter article instead of a lengthy, wordy textbook chapter.”
- “In my opinion it was very helpful to have a video and article instead of reading in the textbook. This is because it broke it up a little and was an easy way to start the class, and it also gave the class a chance to buy the textbook and get that all figured out. . . . It was a fun way to learn how sex ed was taught back then and how it has evolved over time, and being able to see that not much has actually changed.”
- “I think it gives an easier start to the semester considering that every other class is having their students read a chapter from the textbook, which can be very overwhelming at times. I feel as though the video specifically shared a lot of information that could only really be digested in the video form. I feel as though the video was very engaging and allowed me to slow down and focus solely on that topic at the time.”
- “It gave me time to purchase the textbook and figure it out. I also think taking time to get to know classmates instead of only focusing on text is extremely important in this class especially, so everyone can feel more comfortable discussing information.”

Homework: Introduction Discussion Post

Instructions: Introduce yourself to the class by answering the following:

1. What is your preferred name? What are your pronouns? [what does this mean?]
2. In what city/town will you be living this semester?
3. What is your major?
4. AFTER you have watched the Sex(Ed) documentary in class and read the Santelli article: what kind of sexual education would you like kids you know to have? Be specific and detailed, and refer to the film/reading.
5. For full credit: add a picture to your Canvas profile and read your classmates' introductions.

Instructor Grading (5 points):

- 1 pt: Included name and pronouns
- 1 pt: Included where they are living
- 1 pt: Included their major

- 1 pt: Described the sex education they'd like to see in a way that shows they watched the film and/or read the assigned article.
- 1 pt: Included a picture in their LMS profile

Film Discussion Questions Handout

Sex(Ed): How Did You Learn About Sex? (2013; 77 min) by Brenda Goodman

<https://unco.kanopy.com/video/sexed>

- Over time, various social forces have influenced how sexual education is taught.
 - How has sexual education changed over time in the US?

- What are two social, political, religious, or other factors that have helped shaped sexual education? How have they have influenced the way we teach kids and/or adults about sex?

- Sex(Ed) discussed several ways in which youth are taught the “right” way to be sexual.
 - What messages about gender and sexual orientation have been taught through sexual education classes and especially the films?

 - Why do you think those messages have been part of sexual education?

- What most surprised you about Sex(Ed)? What did you learn from the film?

- What was your own sexual education experience like? Was your own sexual education experience similar or different to what was described in Sex(Ed) and in Santelli et al.?

- Based on Sex(Ed) and Santelli et al., what kind of sexual education would like kids you know to have?

Sex and Disability

Prepared by Emily Darrell, MPH, MCHES

University of Northern Colorado

Recommended citation: Darrell, E. & Grose, R. G. (2024). *Sex and disability*. University of Northern Colorado.

Abstract:

Unit 2: Sex and Disability is designed to be delivered in week 10 of an undergraduate-level elective Human Sexuality course offered in a Human Services Department. This Unit 2 resource describes an in-person and asynchronous class session plan that can be adapted to different course structures and timelines. The in-person course is offered twice a week in two 75-minute sessions. These Unit 2 sources go beyond most human sexuality textbooks in providing detailed information about the importance of comprehensive sex education for people with disabilities while also providing firsthand reports of some of the sexual challenges and experiences of people with disabilities. Topics are inclusive of individuals with physical as well as intellectual and developmental disabilities. This Unit 2 resource includes learning objectives, assigned materials, asynchronous and in-person class plans, videos, a discussion, and selected student feedback.

Learning Objectives:

- Explain the importance of comprehensive sex education for youth with disabilities.
- Describe social and cultural perceptions of sex and disability in the United States.
- Describe several common myths regarding sexuality and disability.

Assigned Reading and Videos:

- [SIECUS: Comprehensive Sex Education for Youth with Disabilities: A Call to Action \(35 pages not including references\)](#)
 - This document provides a detailed look at the state of sexuality education for people living with disabilities in the United States. It includes this history of sex education and disability, as well as recommendations for improvement in both policy and practice. Recommended reading for instructors prior to teaching this topic.
 - If assigning to students, assigning certain portions of the report may be most effective. For instance, the executive summary is a concise and useful portion for undergraduates.

- [Center for American Progress \(CAP\): Sexual Violence and the Disability Community, Feb. 2021](#) (10 minute read)
 - This resource provides an overview of the prevalence and significance of sexual assault against people living with disabilities in the United States. The article outlines common misconceptions around this issue while providing a contextual background for the social, environmental, and political forces that have shaped and continue to shape this silent but pervasive issue. In addition to this article, a companion guide “Sexual Violence and the Disability Community Discussion Guide” is linked.
- National Council on Disability- Not on the Radar: Sexual Assault of College Students with Disabilities- 2018
 - [Overview](#) (5 min read):
 - This summary page provides a succinct overview of the issue of sexual assault of college students with disabilities, including the scope of the issue. This summary can serve as a brief introduction to the issue and is recommended in conjunction with select sections of the full report below.
 - [Full report](#) (70 pages):
 - This report is available in several formats to improve accessibility. It outlines the issue of sexual assault of college students with disabilities drawn from expert interviews with college staff, sexual assault experts, sexual assault services administrators, and others. The report provides recommendations for universities to improve their recognition of and response to sexual assault of college students with disabilities, including detailed findings from their research. Research results came from 14 states and a mix of institutions (public, private, 2 year, and 4 year).
 - Recommended reading the executive summary for instructors and assigning only select elements of the report for student reading (background, methods, scope, etc.).
- [The ARC: Position Statement on Sexuality for Individuals with Disabilities](#) (5 minute read)
 - The ARC is a trusted organization advocating for the rights of individuals with disabilities, and this article outlines their position statement in support of the sexual rights of individuals living with disabilities. This article outlines the importance of this issue and provides a list of sexual rights to which they believe individuals should be entitled.
- [SAVA Center Healthy Bodies Healthy Boundaries Videos Playlist](#).
 - This 6-video video series was created as supplementary materials for an interpersonal violence prevention program for individuals with Intellectual/Developmental Disabilities. This video was created in collaboration with The Arc of Larimer County, the Responsible Sex Education Institute, and the Sexual Assault Victim Advocate (SAVA) Center.

Graded Homework (see below)

After completing the reading and watching assigned videos, students will participate in a discussion which can be adapted to in-person or asynchronous formats.

- All students should participate.
- Students should address at least 2 of the discussion questions.
- Students should reference assigned reading as it relates to the videos.
- Students should be able to identify and summarize main points of the videos and assigned readings.
- Students may raise questions about the videos or readings and respond to questions from other class members.

For an In-Person Class (75 minutes):

Activity:

- Show students several of the following videos during class (time permitting). If you are unable to show all videos during class time, it's recommended to include the remaining videos with the weekly reading/viewing. If showing multiple videos, show all videos before beginning a discussion with the following questions. See grading expectations outlined above.
- Video 1: [Sexuality and Disability: Forging Identity in a World that Leaves you Out](#) | Gaelynn Lea. (2017). [~ 21 minutes]
 - Gaelynn Lea discusses her lived experience as an individual with a disability and highlights the way in which individuals with disabilities are often left out of beauty and sexuality culture in the United States. Gaelynn provides a brief social and historical overview of the exclusion of individuals with disabilities from mainstream sexual and beauty culture and then discusses her own experiences and what led her to embrace her sexuality and love life.
- Video 2: [The Right to Sexuality](#) | The Atlantic. (2019). [~13 minutes]
 - Video from The Atlantic follows a couple with intellectual/developmental disabilities and their struggles to form and maintain their relationship. The video highlights the importance of human connection, love, and sexuality, regardless of disability.
- Video 3: [Every Body: Glamour, Dateability, Sexuality and Disability](#) | Dr. Danielle Sheypuk. (2015). [~ 16 minutes]
 - Dr. Danielle Sheypuk recounts her personal experience dating as a person with a visible disability, and asks thoughtful questions and argues for greater inclusion and acceptance of individuals with disabilities in the world of dating. This video uses humor and personal experience to highlight challenges of modern dating for individuals with disabilities.
- Video 4: [Misconceptions About Sex & Disability](#) | Hannah Witton. (2019). [~21 minutes]
 - Hannah Witton asks people with disabilities to share their experiences. This features a variety of people and disabilities and covers a lot of the basics. Questions asked: What misconceptions do people have about disabled people & sex? How does your disability affect your sex life & what (if any) adjustments do you have to make? What do you wish other people knew about disability & sex? What's the best thing about your sex life?
- Video 5: [Undressing Disability](#) | Emily Yates | TEDxYouth@StPeterPort (2016) [~16 minutes]

- Highlights the resources from Enhance The UK including The Love Lounge and Q/A forum about sex and disability.
- Video 6: [\(Sex\)abled: Disability Uncensored](#) | Health Equity Institute. (2013). [~ 14 minutes]
 - Interviews various people with disabilities, including college students, professors, comedians, etc. around Berkeley, California. Describes the sex and disabilities panels that the student organization facilitates.
 - Is a bit old and number 4 gets at the panel idea in format.
- Video 7: [Disability, Sex, Relationships and Dating Roundtable](#) | Hannah Witton. (2018). [~ 60 minutes]
 - Vulnerable and intimate conversation between 5 people with disabilities. A bit long for a lecture class, but could be great for an asynchronous class. Discusses sex education experiences, comments partners get, body image, societal view, mental health, the LGBTQ community and more. The first 18 minutes could be shown on their own.
- Video 8: [AMAZE Org: Disability and Sexuality](#), 2019 (3 minute video)
 - This short animated video from AMAZE Org provides a story based lesson in sexuality and disability that's accessible for youth and adults. Through this animated story, AMAZE discusses the importance of sexuality education for youth living with disabilities. Recommended viewing for students.

Discussion Activity

- a. What were some of the myths or misconceptions surrounding sex and disability that were discussed in this week's course materials, especially the videos?
 - i. Which of these myths do you believe are the most pervasive and why?
- b. What about your own attitudes or stereotypes did you notice or become more aware of as a result of watching these videos?
- c. Why is comprehensive sex education so important for youth (and adults) with disabilities?
- d. [Optional Assessment Questions] Please share your opinion about the videos and their connection to your learning. What is one key thing you learned from the videos? How helpful to your learning were the videos about sex and disability? Were they very helpful, somewhat helpful, neutral, somewhat unhelpful, or very unhelpful? Why?

For an Online or Asynchronous Course:

Discussion/Activity

Post the videos above to an online discussion board for students to watch. Students should respond to discussion questions (the same discussion questions as in-person class, outlined below) via online discussion board. Sample instructions for students are included.

Video Discussion Questions:

You were assigned several readings and videos to watch about Sex and Disability. Please answer at least 2 of the following discussion questions reflecting on what you learned from the materials. Responses should be in paragraph format, no bulleted lists. Responses should be roughly 200-400 words. Please comment on/respond to at least 2 other student responses.

- A. What were some of the myths or misconceptions surrounding sex and disability that were discussed in this week's course materials, especially the videos?
 - a. Which of these myths do you believe are the most pervasive and why?
- B. What about your own attitudes or stereotypes did you notice or become more aware of as a result of watching these videos?
- C. Why is comprehensive sex education so important for youth (and adults) with disabilities?
- D. [Optional Assessment Questions] Please share your opinion about the videos and their connection to your learning. What is one key thing you learned from the videos? How helpful to your learning were the videos about sex and disability? Were they very helpful, somewhat helpful, neutral, somewhat unhelpful, or very unhelpful? Why?

Student Feedback (In-Person, Spring 2024)

Students were asked, "How helpful to your learning were the **videos** about sex and disability?" Below are a few comments highlighting their helpfulness:

- "I really enjoyed the videos for this week's lesson, I found them very helpful in comprehending the lesson and being directly related to real people made me understand it much better."
- "One key thing that I learned from the videos is that people with disabilities can indeed have healthy and intimate relationships and feelings. The videos were very helpful because it helped to actually see and hear from people and about their stories and feelings."
- "The videos displaying real stories from people with disabilities offered a perspective that allowed me to be educated and more aware of sexuality among different groups of people."
- "Today's videos were eye-openers. They greatly increased my understanding of how people with impairments approach sexuality."
- "I found the videos to be very impactful compared to the articles, maybe because actually seeing them and hearing them sparked more empathy, but I also found them to be very helpful for providing a new and impactful perspective."

Students were asked, “How helpful to your learning were the **extra readings** about sex and disability?” Below are a few comments highlighting their usefulness:

- “I think that the reading was beneficial especially when it came to reading more about sex education for youth and adults with disabilities since it wasn't touched on much and it was helpful to see how inclusive of people with disabilities in sex conversations is necessary.”
- “I liked the reading, they were a good read and a quick read as well, It gave me a greater understanding of people with impairments and how they work to participate in daily activities.”
- “Both the readings included great information that I didn't even know about, and it was also helpful that they were shorter readings but included lots of important information.”
- “I did not enjoy the readings as much as the videos, this is simply because I am much more responsive to application to real life when I can see and hear people's reactions, with the videos I was able to relate better and comprehend better.”
- “i think that the extra readings were somewhat helpful but i found more help in the videos”

Contraception

Prepared by Dr. Rose Grace Grose

Colorado School of Public Health at the University of Northern Colorado

Recommended citation: Grose, R. G. & Darrell, E. (2024). *Contraception*. Colorado School of Public Health at the University of Northern Colorado.

Abstract

Unit 3: Contraception is designed to be delivered in Week 8 of an undergraduate-level Human Sexuality elective course offered in a Human Services department. This Unit 3 resource describes a synchronous and asynchronous class session plan that can be adapted to different course structures. The in-person course is offered twice a week in two 75-minute sessions, and includes a contraceptive methods workshop and an on-campus scavenger hunt. Unit 3 utilizes OER instead of a textbook chapter to provide the most current contraception information in a format that students will be able to access for free after the end of the semester. It goes beyond most textbook chapters to highlight gender neutral language and the importance of gender-inclusive birth control resources for transgender and gender non-conforming people. This Unit 3 resource includes learning objectives, assigned materials, asynchronous and in-person class plans, selected student feedback, a contraception scavenger hunt worksheet example, and a quiz (available upon request).

Learning Objectives

- Use gender neutral language to discuss contraception.
- Explain the considerations people must include in the selection of the most effective method of contraception.
- Discuss the contraceptive methods that help prevent both pregnancy and STIs, how they accomplish these tasks, and the advantages and disadvantages of each.
- List and explain the function, effectiveness, advantages, and disadvantages of the various types of contraceptive methods.

Assigned Reading and/or Videos

- SciShow. (2012). [A Brief History of Birth Control \(YouTube\)](#)
- [Bedsider website](#).
 - Students were instructed to read about ALL 17 types of birth control, including the entire “About” page for each method.
 - This website has digestible and user-friendly information about all types of birth control, including great pictures, quick facts, when you might want to use each method, instructions for use, cost information, and side effects/benefits information. It also gives people the ability to compare methods side by side.
 - Note: there is still some gendered language on this site in a few places.
 - Alternative: [Planned Parenthood website](#).
 - Similar to Bedsider. This is a reliable resource for reproductive and sexual health that provides free and/or accessible resources and services. The website is user friendly and includes information about STIs, birth control, abortion, and emergency contraceptives.
 - The website includes short videos about some of the methods. The graphics may not be as helpful as the pictures on Bedsider.
- [Reproductive Health Access Project. \(2022\). Birth Control Across the Gender Spectrum \(PDF resource\)](#).
 - Students read this resource. This source provides an important discussion of pregnancy and birth control in an explicitly gender neutral way for folks who are taking hormones (and for everyone else!). It includes the method, how to use it, impact on bleeding, things to know, and effectiveness in an easy to read table format.
 - Of note, the Reproductive Health Access Project also has [gender neutral contraception fact sheets and additional information on their website](#)
 - They also have [A Conversation About Contraception Zine](#). It “follows a group of friends who attend a presentation on different birth control options held by their school’s health center. This evidence-based resource explains the many options of contraception that a person could consider.”
 - Alternative: [Birth Control Pharmacist. \(2020\). Contraception for Your Transgender Patients](#).
 - This website is for transgender patients and their providers, because “There are knowledge gaps around fertility and contraceptive needs amongst transgender patients and their providers.”
 - It includes consideration for contraception care for transgender men and women and has citations to sources.

In-Person Activities [~75 minutes]

- Day 1: Contraception Workshop
- We recommend a hands-on workshop in which students can touch and examine various contraception methods during a classroom discussion.
 - This requires gathering some demonstration contraceptive devices.
 - Some local health departments or Planned Parenthood affiliates may be able to donate contraception methods for free so you can build your own kit.
 - Kits are available for purchase online (example: [Responsible Sex Ed Institute's birth control kit](#))
 - This might be something a department or library could fund if it was going to be used for multiple courses.
 - Discuss the pros and cons of different methods.
 - Discuss each method's effectiveness with typical use.
 - Include an external condom demonstration to ensure all students have practice with this skill.
 - I use bananas and non-lubricated condoms so every person in class can follow along at the same time!
- Day 2: On-Campus Scavenger Hunt Activity.
 - Students will travel to on-campus centers/offices and learn what resources are available for free on campus.
 - Students form small groups and travel around campus to available resources as a team, for attendance/participation points.
 - They complete the Worksheet (below) as they make their visits.
 - This worksheet must be adapted for the specific university context, and should include any resources on campus that provide free sexual health supplies.
 - At each stop, the group must perform a task (e.g., take a selfie with the pregnancy test) and pick up an item (e.g., external condom).
 - On-campus resource staff get an email each semester to confirm their capacity and supplies.
 - I have each team start at a different location so the campus resources do not get overwhelmed by an entire class arriving at one time.
 - All groups must stop at my office at the end of the scavenger hunt to complete their last activity and to get approved.
 - Any extra items are returned to the resource centers or placed in the professor's condom bowl for other students.

- I give extra credit points based on the order in which the hunt was completed.

Homework Quiz

- Homework points for Contraception Week will depend on the course format. Students in my course complete an online reading quiz each week before attending in-person class sessions.
- Quizzes usually consist of 15 questions and are worth 30 points. Instructors may decide to allow two attempts and record the highest score.
 - My contraception quiz is available to instructors upon request.

Student Feedback (In-person, Spring 2024)

- Students rated how helpful they found the Bedsider website to be: average of 4.1 out of 5 (good, made a contribution to their learning).
- Students rated the quality of the Bedsider website: average 4.0 out of 5 (very good quality)
- Students were asked how important it was to them personally to learn about birth control from resources that are explicitly inclusive of all genders and do not assume that only women need birth control: average 4.5 out of 5 (between very and somewhat important).

Feedback about the Brief History of Birth Control Video:

- “This video helped me realize that there have always been different forms of birth control and that they haven't changed that much over time.”
- “Learning about the significance of contraceptives and how they came to be, the controversies surrounding them, etc. will help people make educated decisions when it comes to the legislation, policy, and regulations of contraceptives.”
- “I think if it is watched in class, it could be interesting and useful. However, I think the supplemental materials, especially bedsider.org, do such a good job of explaining modern birth control that they give the most important and valuable information for the modern day.”

Feedback about Bedsider:

- “One con would be that I feel that I may not necessarily know everything that you would want me to read. Just the types of contraception or would you like me to venture further into the website.”

- “The pro is, this website is definitely more relatable and easier to read than a regular textbook in any other class. The con is that some of the wording is too complex for a simple person.”
- “Bedsider.org is a more user-friendly website with various links that offer resources to obtain birth control or doctors. However, I would prefer to just stay on one source (the textbook) for homework.”
- “A con about using Bedsider.org instead of the textbook was the lack of videos. I enjoy watching the videos that are first-hand and talk about their experiences. It makes it feel more personal and like people actually use them and can add their two cents about how this contraception impacts them personally.”
- “This is a source that can immediately be updated, has its facts broken down into smaller paragraphs, and is more interactive than the textbook. I got a few ads on the website and could see how a few people would be easily distracted on the website.”
- “Con: no quizzes to test our knowledge.”
- “I found that all of the contraceptives were explained in methods that are accessible to people who are of lower education levels. It was easy to navigate and clear! I don't see any areas where they are citing their information, though.”

Contraception & STI Prevention Scavenger Hunt Worksheet [back]

Instructions: Find the center/office and travel there as a group. Sign in as a visitor if they ask you to. Retrieve the specific item and complete the assigned task. Read carefully and do not take more/less items than instructed.

Go to the site with the *asterisk next to it first, and then proceed to the others in any order. You must finish at your professor's office where your papers will be checked, and you will be awarded participation points.

Group member names: 1) _____ 2) _____ --- _____ 3) _____ 4) _____

Item	Task	Location	Address	Picture
1 sticker <i>per group</i>	<ul style="list-style-type: none"> · Take the item. · Ask staff for a pregnancy &/or STI prevention recommendation: _____ 	Condom Cart at the Office of Health Promotion (OHP)		
1 lube packet <i>per group</i>	<ul style="list-style-type: none"> · Take the item. · Ask the GSRC staff about the Pride flag hanging outside. Which is it? _____ 	Gender & Sexuality Resource Center (GSRC)		
1 external (male) condom <i>per group</i>	<ul style="list-style-type: none"> · Take the item. · Take a <i>group selfie</i> with the pregnancy tests. 	Center for Women's and Gender Equity		
1 consent themed button/pin <i>per group</i>	<ul style="list-style-type: none"> · Take the item. · Ask staff for one tip on how to ask your partner's consent to have sex with a condom: _____ _____ 	Assault Survivor Advocacy Program (ASAP)		
1 dental dam made from a glove <i>per group</i>	<ul style="list-style-type: none"> · Learn how to make a dental dam from a glove. · Show all items and get this worksheet signed off for participation points. 	Professor's Office		

Variations in Sexual Behavior: Kink and Paraphilias

Prepared by Emily Darrell, MPH, MCHES

University of Northern Colorado

Recommended citation: Darrell, E. & Grose, R. G. (2024). *Variations in sexual behavior: King and paraphilias*, University of Northern Colorado.

Abstract:

Unit 4: Variations in Sexual Behavior: Kink and Paraphilias is designed to be delivered in week 14 of an undergraduate-level elective Human Sexuality course offered in a Human Services Department. This Unit 4 resource describes an in-person and asynchronous class session plan that can be adapted to different course structures and timelines. This lesson suits an in-person course that meets once a week in 75 minute sessions. Unit 4 uses Open Education Resources (OER) instead of a paid textbook chapter to provide a varied and accessible platform to learn current information about these topics in a format that students will be able to access for free after the end of the semester. These sources go beyond most textbook chapters in providing this information at no cost while also using a variety of media, including videos, to outline important topics related to kink and paraphilias. This Unit 4 resource includes learning objectives, assigned materials, asynchronous and in-person class plans, a quiz, and selected student feedback.

Learning Objectives:

- List and explain the various paraphilias recognized by the DSM-V and less common (atypical) sexual behaviors.
- Describe the difference between healthy relationships vs abusive relationships in the context of paraphilias and kink.
- Compare coercive paraphilias with sexual behaviors that are considered less common or atypical.

Assigned Readings and Videos:

Background for Professors:

- [Levand, M. and Roy, R. \(2020\). Teaching paraphilias with the DSM 5: learning the distinction between difference and disorder. *Australian Journal of Clinical Education*, 7.](#)

- This resource provides an overview of considerations for educators who will be teaching the topic of paraphilias. Included in this work is an overview of the history of paraphilias along with the evolution perceptions of paraphilias over time. Importantly, this resource spends time distinguishing between paraphilias that may present pathologically and those that are atypical but not harmful. This resource also has a sample lesson plan including optional activities for teaching this topic in a clinical setting.

For Students:

- Introduction to Human Sexuality: Spring 2023 Ericka Goerling, PHD & Emerson Wolfe, MS [Chapter 11, Variations in Sexual Behavior](#) (15-20 minute read and 4 videos for a total of just over 25 minutes viewing time)
 - This resource is an open source textbook chapter providing an overview of paraphilias, their definitions, and when each of the paraphilias meets the criteria of a “disorder”. Topics include paraphilias evolution over time (briefly), studying paraphilias, details about each paraphilia recognized by the DSM 5, as well as more detailed information about topics such as BDSM and practicing paraphilias in a way that is healthy and informed. Additional information is included about revenge porn and the legality of this issue. This source has limited information about the history of paraphilias or their treatment.
- [Tozdan, S.\(2024\). A brief unstructured literature review on the history of paraphilias. International Journal of Impotence Research](#) (15 minute read, 7 pages including references)
 - This resource provides a general overview of paraphilias along with additional context regarding the history and treatment of paraphilias.

Graded Homework:

Online OR In Person:

Quiz: This quiz can be adapted to in-person or online course formats and you can easily adjust the point values or number of questions to fit with your grading scheme. Recommend timing the quiz for 20 minutes and shuffling the questions.

1. True or **False**

- a. The actual prevalence of pedophilia is thought to be significantly lower than data currently suggests.
 - i. **FALSE.** It’s believed that the prevalence of pedophilia is higher than current data indicates. It is difficult to know the official prevalence of this paraphilic disorder

due to stigma, but the market for pedophilic pornography suggests this issue may be more prevalent than previously suspected.

2. Which of the following paraphilias are generally practiced consensually:
 - a. **Sadism**
 - b. Voyeurism
 - c. **Masochism**
 - d. Frotteurism
 - e. Exhibitionism
 - f. Pedophilia
 - g. **Transvestitism**
 - h. Fetishism

 3. Explain in your own words the difference between individuals who participate in BDSM and those who experience sexual sadism disorder.
- Open Response**

4. Which of the following is NOT a paraphilia:
 - a. Transvestitism
 - b. Voyeurism
 - c. **Homosexuality**
 - d. Masochism
 - e. Partialism

5. True or **False**: All paraphilias are considered disorders.
 - a. **FALSE**. Paraphilias are only considered disorders if they cause a “clinically significant” level of distress or dysfunction for the person or if they were conducted with/against a non-consenting other (child, adult, animal, or corpse)

6. The paraphilia known as **Exhibitionism** is most often seen in western society. This paraphilia very rarely occurs in countries such as India, Japan, and Burma.

7. Select the best definition of a paraphilia according to the week’s readings:
 - a. A sexual disorder characterized by frequent inappropriate sexual thoughts or actions.
 - b. A pattern of recurring sexual thoughts, urges, or behaviors that are inappropriate and immoral.
 - c. **Persistent and recurrent sexual interests, urges, behaviors, or fantasies, involving objects, activities, or situations that are atypical in nature.**
 - d. Frequent and recurring sexual thoughts, urges, or behaviors that are not socially acceptable.

8. Fill in the blanks. The term “BDSM” stands for:

- a. B__ **bondage**_____
- b. D__ **discipline/domination**_____
- c. S__ **submission/sadism**_____
- d. M__ **masochism**_____

9. True or **False**: So-called “revenge porn” in which sexually explicit or revealing media (videos or photos) are posted on the internet without the consent of the victim, is currently illegal everywhere in the United States.

- a. **FALSE**. While most states have laws in place making revenge porn a crime, there are still several states without laws.

10. Match the Paraphilia to its definition:

- a. Sexual urges and sexual fantasies of rubbing up against or fondling unsuspecting people **(B)**
- b. Being aroused by inflicting pain or suffering on another person **(E)**
- c. Obtaining sexual pleasure from observing an unsuspecting person who is naked, disrobing, or engaged in intimate behavior **(D)**
- d. Sexual arousal for children or adolescents **(A)**
- e. Sexual arousal from an object **(H)**
- f. Engaging in cross-dressing that is associated with intense distress or impairment **(G)**
- g. Sexual pleasure or arousal from exposing genitals to an unsuspecting person **(C)**
- h. Being aroused by being made to suffer **(F)**

- a. Pedophilia
- b. Frotteurism
- c. Exhibitionism
- d. Voyeurism
- e. Sadism
- f. Masochism
- g. Transvestitism
- h. Fetishism

11. Which renowned psychologist is credited with coining the now outdated term “sodomasochism” a combination of the 2 paraphilias which are now recognized as 2 separate phenomena?

- a. Carl Jung
- b. Sigmund Freud**
- c. Albert Bandura
- d. Dr. Phil
- e. William James

12. Paraphilias have been referred to by a variety of different names that have changed over time. Which version of the DSM included the term “paraphilias” for the first time?
- DSM 1
 - DSM II
 - DSM III**
 - DSM IV
 - DSM V
13. **True** or False: People can engage in atypical sexual behaviors without being defined as having a mental disorder or mental health concerns.
- TRUE. Some paraphilic behaviors can take place without any clinical distress or threat to the self or others.
14. There continues to be scientific debate regarding the duration of paraphilias and criteria for remission. Despite some evidence that this sexual interest may change over time, which of the following is the only paraphilia that currently does NOT have criteria for remission according to the DSM-5?
- Sadism
 - Voyeurism
 - Masochism
 - Frotteurism
 - Exhibitionism
 - Pedophilia**
 - Transvestitism
 - Fetishism
15. Fill in the blank: _____ Therapy is a specific type of therapy that is often used as a treatment approach for paraphilias and individuals who commit sexual offenses.
- Cognitive-Behavioral (also known as CBT)**

Student Feedback (In-Person, Spring 2024)

Students were asked to share pros and cons of using these free online resources instead of the textbook. Below are a few comments highlighting their the pros and cons:

- “A pro to this information is it is updated so it can be more relatable and current. A con would be that it is a lot of information all at once and no “checkpoints” just one whole quiz”

- “One pro of using the free online resources instead of the textbook to learn about paraphilias is that I had more variety of what I was reading and receiving different point of views to my knowledge.”
- “One con is that this information may not be up to date or could possibly have some misinformation. Another con may be that in comparison to textbook there aren’t as many real life examples of these paraphilias.”
- “Pro: Still having a self-navigated learning experience with reading and visuals. Con: Not being as organized on one platform”