COURSE TITLE / SECTION:  SOCW 7397  (Section # 38224 ) Spring, 2013
Human Sexuality

TIME: Wednesday 6-9

FACULTY:  
Meryl Cohen, MEd,LCSW

E-mail:  Meryl.Cohen@ppgulfcoast.org  Phone: 713-8316521

I. Course

A. Catalog Description: [Credit 3 (3-0)]. Knowledge for integrating human sexuality in the practice of social work.

B. Purpose: This course explores the biopsychosocial and historical variables associated with human sexuality across the lifespan. The course integrates sexuality in the thinking and practice of social workers. Through examination of sexual expression and behavior from the social work perspective, the student will be better prepared to assume a significant role in helping clients address issues of human sexuality.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Explore the biopsychosocial, historical, political, and cultural contexts of human sexuality;
2. Examine biases, range and diversity of attitudes and practices, interpersonal obstacles, beliefs, and values in the area of human sexuality;
3. Identify the differences between personal and professional values and ethics, and identify possible means of reconciliation pertaining to sexuality issues;
4. Describe the biological aspects of sexuality, including the sexual response cycle, anatomy and physiology, and development of sexually transmitted infections;
5. Develop a framework for understanding human sexuality across the lifespan and the need for intimacy and healthy relationships;
6. Explore sexual and gender diversity including orientation, gender identity, gender role, and biological sex;
7. Analyze the misuse of sexuality to influence, manipulate, and control others
8. Identify the role of social work in advocating for social justice and human rights and to addressing oppression in the arena of human sexuality.

III Course Structure

This class will utilize several methods of instruction including lectures, small group exercises, group discussion, guest lectures, video material, role-plays and/or case studies, self-reflection exercises and the use of individualized readings. Group and individual presentations and projects will be required.

IV Course Requirements

Reading Assignments (required text *Sexuality Now: Embracing Diversity* by Janell Carroll)

The course outline contains topics to be covered and reading assignments to be completed on a weekly basis. Class time will be designed to provide application for assigned readings. It is critical that students remain current with all reading assignments and fully participate in class.

Class Attendance & Participation (20%)

Class attendance and participation are critical factors for success in this course and will be evaluated based on regular and on-time full class attendance and participation in interactive discussions. Self-awareness of personal sexual learning, attitudes and values is an important component of this course. Though personal privacy will be respected, it is expected that through self-reflection exercises, students will actively assess their personal values and how these values will impact their professional work and how they can minimize conflict using Social Work Ethical Principles.

Assignments

Reading Reflection (20%)

Reflection on support reading due weekly 300-500 words submitted in class; Required text *Sexuality Now: Embracing Diversity* by Janell Carroll. Recommended Text online [http://www.kinsevinstitute.org/ccies](http://www.kinsevinstitute.org/ccies); The required readings can be compared one other country in the CCIES and you may also add other current articles dealing with the issue assigned. Cite the sections read and article citation. Your writing may include personal responses to topics from class discussion.
Web analysis 10% February 13
To complete this assignment, you will need to refer to the resources “Website Analysis” “Life Behaviors of a Sexually Healthy Adult” at the end of this syllabus.

Website Analysis
This assignment will offer an opportunity to review and analyze three websites that provide sexual health information and/or education.

1. Find one or two other students to work with.
2. Go online to look for websites that provide sexual health information or education appropriate for students. Together decide which three sites you will review.
3. Analyze the websites with your student partner(s) using the resources listed above.
4. Write a 4-page paper elaborating on the criteria in the handouts as it pertains to your websites. In your conclusion describe why you would or would not recommend each site to students in this class.

Each pair or group of three needs to submit only ONE paper, with all the names of the students who worked on that paper. The point of working together is for the team to discuss and analyze all the websites you review TOGETHER. Do not divide the work between you, but work collaboratively on the whole paper.

Sexual Health Paper 10% February 27
This assignment will enable you to critically analyze the sexual health of a fictional character in popular culture – television, films or literature.
To complete this assignment, you will need to refer to the resource “Life Behaviors of a Sexually Healthy Adult” (in this syllabus) and the checklist summary, “Sexual Health in Prime Time” (in this syllabus). You will need to:

1. Find one or two other students to work with.
2. Select a fictional TV, movie, or literary character who will serve as a case study to analyze his or her sexual health, based on the criteria indicated on the handouts.
3. Complete the checklist “Sexual Health in Prime Time” for your character.
4. Write a 4-page paper together, elaborating on the criteria in the handouts as it pertains to your character. Address at least one aspect of each of the six areas covered in the checklist.

Each pair or group of three needs to submit only ONE paper, with all the names of the students who worked on that paper. The point of working together is for the team to discuss and analyze the character TOGETHER. Do not divide the work between you, but work collaboratively on the whole paper. Remember to attach the completed checklist to your paper.

Self Awareness Paper (3-page minimum) 15% Due March 27
Choose one of the following for your paper:
CHOICE A: SEXUAL SELF ANALYSIS
Write a 4-page sexual self-analysis, following the guidelines in the “Guide to Understanding Your Sexual Self” (in this syllabus.)

CHOICE B: FIELD TRIPS
Visit two or three places that provide some type of service related to human sexuality. Examples of places you might visit include an erotic retail shop such as Erotic Cabaret, a gay or lesbian club, Planned Parenthood, an HIV/AIDS services center, a sexuality education workshop or conference, or other program or facility related to sexuality. Write a 4-page paper describing and analyzing your reactions.

Final Project Assignment (25%) Due April 17
Choose one of following options: (a 10 minute oral presentation on your project will be presented to the class)

The final project is an opportunity for you to delve deeper into specific areas of human sexuality of interest to you and of relevance to social work.

Research Paper on opposing views in sexuality (5-page minimum + articles)
Pick a controversial topic in sexuality from the list below. Then, locate at least three articles for each side of the issue. These can come from newspapers, magazines, websites, books, or from professional journals. You will have a total of 6 articles (3 pro and 3 con) for this paper.
- Write at least five main bullet points for each side that summarize the content of the articles on the first pages.
- Then discuss which side of the debate you favor and why.
- Hand in a hard copy of each of the 6 sources along with the paper.
This assignment should be a minimum of 5 pages, not including the source articles you cite in the paper and attach to it.

Controversial topics for research paper:
- Comprehensive school sexuality education v. abstinence-only education
- Opposing views on legal prostitution
- Opposing views on censoring explicit erotic material
- Opposing views on sexual addiction
- Opposing views on sex offender registries
- Opposing views on legal abortion
- Opposing views on equal rights including marriage for lesbian, gay, bisexual, and transgender people
If you would like to discuss another controversial topic in sexuality you may request permission from the instructor.

Scholarly paper on a topic of your choice. The paper should be minimum of 6 pages
Conduct a training and/or presentation on a relevant topic. Suggested venues for the project include field placement, place of employment, and a GCSW brown bag lunch. (Audio or videotape, outline, and/or Power Point must be turned in along with a reference list and participant sign in and evaluations).

Work on a policy advocacy or other community-based project of relevance to the course. A project summary reporting the work contributed to the project – signed by an organizational manager or movement leader working on that issue with you – you must turn in, along with a minimum 5 page paper which includes a personal response and critique that integrated your experience with the scholarly research.

Evaluation and Grading

a. Grades will be based on the following:
   Attendance and participation 20%
   Reflections on readings 20%
   Group Web Analysis 10% February 13
   Group Sexual Health Character 10% February 27
   Field trip or Self Analysis 15% March 27
   Final project 25% April 17

b. Final course letter grades are based on the following standard grading scale for all courses taught in the College:

   A    =   96 - 100   C+  =   76 - 79.9
   A-   =   92 - 95.9   C    =   72 - 75.9
   B+   =   88 - 91.9   C-   =   68 - 71.9
   B    =   84 - 87.9   D    =   64 - 67.9
   B-   =   80 - 83.9   F    =   Below 64

c. Attendance and Class Participation

   Attendance and class participation are considered to be absolutely critical to successful learning in this course. Maximum participation as demonstrated by regular attendance of full class period, actively engaging in class discussions, and ongoing involvement in class work and exercises is crucial to the class participation grade in this course. Both attendance and class participation will be observed and recorded.

d. Late Assignments

   Instructor will allow for submission of late assignments only if the student has made prior arrangements to do so and for appropriate and compelling reasons. Late assignments (granted permission for late submission) however will automatically result in the lowering of the otherwise earned grade.

e. **Pagers, Cell Phones, and Laptops**

Please show respect and consideration of colleagues and instructor by taking responsibility for keeping pager and cell phone interruptions to a minimum.

Laptop use will be allowed solely for note taking purposes and those students needing to do so must make formal written request to the Instructor at the beginning of the course.

f. **Policy on Grades of Incomplete**

Please refer to the UH Graduate and Professional Studies Bulletin for the university policy regarding a grade of Incomplete (I). Incompletes will be given only in accordance with this policy.

VI. **Policy on Academic Dishonesty and Plagiarism**

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the Instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number (s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see Instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

VII. **Consultation**

Students are encouraged to contact the instructor regarding questions about the course content, assignments, or any other academic issues related to this course.
VIII. Americans with Disabilities Statement
Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Center for Students with DisAbilities at 713-743-5400. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

FOR THOSE QUESTIONS YOU DON’T WANT TO BRING UP IN CLASS, you may find these resources helpful:

www.goaskalice.columbia.edu and www.sexualhealth.com
Both websites provide excellent information and answers to questions about many aspects of sexuality. “Go Ask Alice” is especially designed for college students. The websites www.sexetc.org and www.plannedparenthood.org/teen-talk also provide excellent information, although they were designed with a teen audience in mind.

IX. COURSE OUTLINE, READINGS, and ASSIGNMENTS

Required Text: *Sexuality Now: Embracing Diversity* by Janell Carroll

Recommended: [http://www.kinseyinstitute.org/ccies](http://www.kinseyinstitute.org/ccies)

**Outline**

January 16 Sexuality – Holistic Model and Social Work Practice

January 23 History and Theory
Assignment due: Reflections from readings chapters 1, 2

January 30 Male and Female Anatomy and Physiology
Assignment due: Reflections from readings chapter 5 and 6

February 6 Expression, Arousal and Challenges
Assignments due: Reflections from chapter 10 and 14

February 13 Contraception, Abortion and Sexually Transmitted Infections
Assignments due: Reflections from readings chapter 13 and 15
Web Analysis due

February 20 Gender Development, Gender Role, Gender Identity
Assignments due: Reflections from readings chapter 4

February 27  Childhood and Adolescent Sexual Development
Assignments due: Reflections from reading chapter 8

Sexual Health Due

March 6  Orientation and Variety of Expressions
Assignments due: Reflections from reading chapter 11 and 16

March 20  Love Intimacy and Communication
Assignments due: Reflections from reading chapters 7 and 3

March 27  Adult Relationships (growing older)
Assignments due: Reflections from reading chapter 9

Self-Awareness Paper due

April 3  Power
Assignment due: reflections from reading chapter 17

April 10 Sexual Imagery
Assignment due: reflections from reading chapter 18

April 17 and 24  Final Reports

FOR THOSE QUESTIONS YOU DON’T WANT TO BRING UP IN CLASS, you may find these resources helpful: www.goaskalice.columbia.edu and www.sexualhealth.com
Both websites provide excellent information and answers to questions about many aspects of sexuality. “Go Ask Alice” is especially designed for college students. The websites
E-MAIL
A valid, active e-mail address is required for this course. You may use a personal address, a university-assigned address, or you may create a web-based address just to use for this course.

BONUS POINTS
There may be occasional opportunities to earn additional points. These opportunities will be described in class.
Holistic Sexuality

Attitudes

Sensuality
Physiological and psychological pleasure from one's own body and the bodies of others

Skin Hunger
Touch
Smell
Taste
Aural Stimuli
Visual Stimuli
Human Sexual Response Cycle
Body Image
Eroticism/Pleasure
Fantasy

Sexualization
The use of sexuality to influence, manipulate, or control others

Flirting
Advertising
Seduction
Withholding Sex
Sexual Harassment
Incest
Rape

Intimacy
The experience of emotional closeness to another human being and having the feeling returned

Caring
Sharing
Loving/Liking
Risk Taking
Vulnerability
Self-disclosure
Trust

Values

Sexual Health & Reproduction
The facts, figures, and biology of the body and sexual and reproductive systems. Includes the care of the organs, the health consequences of sexual behaviors, and the biology of producing children

Sexual Behaviors
Anatomy & Physiology of Sexual/Reproductive Systems
Sexually Transmitted Infections
Contraception
Abortion
Menopause
Infertility
Impotence
Sexual Dysfunction

Sexual Identity
The sense of who one is as a sexual person, including a sense of maleness and femaleness, and to whom one is erotically and emotionally

Biological Sex/Gender
Gender Identity
Gender Role
Sexual Orientation

Feelings
**GUIDE TO UNDERSTANDING YOUR SEXUAL SELF**

Writing your Sexual Self-Analysis is an unusual assignment that students in Human Sexuality courses have consistently rated the most helpful and important exercise they have ever done. This exercise gives you the opportunity to look at your growth as a sexual person from your childhood to the present. For most students, this is the first time that they have written about their lives from this standpoint. Although it is often difficult to begin, it is usually more difficult to stop once you have started writing! The important point about this paper is for you to be as honest as you can with yourself about your life, both past and present. Being honest with yourself is crucial to making the time you put into this exercise worthwhile. Remember, you are the one who will benefit from writing your self-analysis. Feel free to write whatever you think has affected the way you have developed as a sexual person.

This assignment is CONFIDENTIAL, read only by the professor.

**TO BEGIN,**

Think about specific things that you want to examine about yourself. You can choose from the list of questions below, or decide on your own questions. Be sure to include these questions, in bulleted form, in the beginning of your paper, and begin by talking about why you selected these questions.

It is ok if you go on to examine other questions, too, as you may find that thinking about one question triggers thoughts about another.

Be sure to DESCRIBE important events (what, when etc. NO NAMES) and then ANALYZE these events – try to figure out why these experiences happened, what their meaning was for you then and is for you now, your emotional responses (why, and how you feel). Your FEELINGS are very personal; here is a place where you can explore those feelings without being judged by anyone. Your feelings are neither good nor bad in and of themselves. They are your feelings and that makes them valid and worth exploring.

The following questions may be helpful in getting you thinking about what topics you want to examine in your Sexual Self-Analysis. You can pick and choose which questions you want to deal with, and which questions will give you better insight into yourself. Add your own questions if you like. You may also use the “Life Skills of a Sexually Healthy Adult” handout to help you examine various aspects of your own sexuality. Remember to list the questions you want to begin exploring in the beginning of your analysis, and to begin by discussing why you selected these questions.

- Who and what were the most important childhood influences for your sexual development (include parents, brothers and sisters, peers, relatives, religion, etc.)?
- What were the most important sexual/relationship events that happened to you between ages 5 and 12, between 13 and 18, since you started college?
- How did/do your parent(s) relate to you and/or their sexual partner? What kind of image did they give of love, of sex?
- Was their marriage/relationship based on utility, practicality, routine, conflict, or real love?
• Was their relationship an equal partnership, or did one dominate the relationship?
• How did they settle quarrels? How does this affect the way you settle differences in your relationships?
• How did your parents settle their differences with you? How did your parents handle it when you rebelled?
• If your parents are divorced, how did this experience affect you?
• If you have a stepparent, how would you describe the new relationship?
• How did your parents treat you emotionally and physically?
• How was affection expressed in your family? How does this affect you now?
• What kind of relationship did/do you have with your brothers and sisters? As a child? As a teenager? Today?
• Has it made a difference because you were a girl, or boy, the oldest, middle or youngest? Has this brought any special rewards or strains?
• How did you learn about sex, about sexuality? From whom? How old were you? How accurate was the information? How did you feel about it at the time? Today?
• What were your early childhood experiences with sexuality (playing “doctor” or other games, rap sessions with peers, and experimentation)?
• What were your experiences, as an adolescent, with masturbation, with first menstruation, or first wet dreams? What kind of message, verbal and non-verbal, did you get from your family about these experiences?
• How was nudity treated in your family?
• What kind of sexual experiences did you have in high school, in college (masturbation, nudity, dating, sexual intimacy)? How have they affected you in the long term?
• How have your sexual relationships with others affected you?
• What have you learned from intimacy with others that has helped you understand your own sexuality better?
• Describe the sexual/relationship points of your life, from childhood memories to the present. How have these experiences contributed to your present frame of reference?
• Was there any sexually traumatic experience you’ve kept hidden and not discussed with anyone? Can you write about this now, knowing no one will see what you write unless you decide to share it with him or her? If you start writing about a traumatic experience, you may find it brings considerable relief just to see the words on paper. You may decide, after breaking the ice, that you want to work this event through so you can put it behind you.
• Do you consider yourself a sexual rebel, conformist, optimist, skeptic, liberal, conservative, or anything else?
• Do you think you understand your sexual self as well as you would like? Explain.
• Do you know sexual/relationship goals in life? Explain.
You may want to conclude your Sexual Self-Analysis with a look ahead into your sexual/relationship hopes/plans for the future (marriage, family, relationship, intimacy). Ask yourself how realistic your hopes and expectations are, and what you might do to improve the chances of your success.

Writing a good Sexual Self-Analysis paper requires that you look honestly at yourself and the significant people in your life. Putting your experiences and feelings down on paper helps to give you a new understanding of them, especially when an experience has been traumatic and you have avoided dealing with it in the past. It can also help you line up your expectations and priorities, take advantage of your strengths and resources, and cope better with your limitations.

You may or may not care to share and discuss your Sexual Self-Analysis with someone close to you, a very good friend or your significant other.

When you get your Sexual Self-Analysis paper back, put it aside in a safe, secure place for a while. Come back to it a month or two later and reread it. Note any new insights or thoughts this rereading brings to the surface. Then put it away again and come back to it a year or two from now. In reviewing your Sexual Self-Analysis, you may be surprised at how your views change with time. But, then, this is part of living and growing, and recognizing how you have changed makes your life richer and fuller.

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**Website Analysis**

With one or two other students, write one 4-page paper that describes three sexual health websites you chose to review, provide an analysis of them, and state why you would or would not recommend them to students in this class. This assignment is meant to be discussed with your partners and written together, with a shared analysis of each of the sites.

The following are questions for you to answer in assessing the value of the three websites:

Who sponsors the site, and what is their mission?

To what extent does the website emphasize the importance of making informed choices that are consistent with one’s personal values?

To what extent does the website distinguish between facts and opinions?

To what extent does the website reinforce stereotypes or biases?

To what extent is the website age/experience-appropriate for its intended or stated audience?
To what extent does the website include adequate information to insure visitors’ understanding of the topic?

To what extent does the website encourage involvement of parents or other trusted adults in communication about sexual health if it is intended for minors?

Additional considerations:

- Design — Clear, easy to use/navigate?
- Content – Reputable, accurate, current, interesting? Who is the sponsoring organization? What are their political views? Values? Are they consistent with universal values?
- Scope – How comprehensive is this resource? (Using the LIFE BEHAVIORS OF A SEXUALLY HEALTHY ADULT included in the syllabus.)

Would you recommend this site to students in this class? Why or why not?
LIFE BEHAVIORS OF A SEXUALLY HEALTHY ADULT

A sexually healthy adult will:

In human development

- Appreciate his or her own body.
- Seek further information about reproduction as needed.
- Affirm that human development includes sexual development that may or may not include reproduction or genital sexual experience.
- Interact with both genders in respectful and appropriate ways.
- Affirm his or her own sexual orientation and respect the sexual orientation of others.

In relationships

- View family as a valuable source of support.
- Express love and intimacy in appropriate ways.
- Develop and maintain meaningful relationships.
- Avoid exploitative or manipulative relationships.
- Make informed choices about family options and relationships.
- Exhibit skills that enhance personal relationships.
- Understand how cultural heritage affects ideas about family, interpersonal relationships, and ethics.

In personal skills

- Identify and live according to his or her values.
- Take responsibility for her or his own behavior.
- Practice effective decision-making.
- Communicate effectively with family, peers, and partners.
In sexual behavior

- Enjoy and express his or her sexuality throughout life.
- Express his or her sexuality in ways that are congruent with his or her values.
- Enjoy sexual feelings without necessarily acting on them.
- Discriminate between life-enhancing sexual behaviors and those that are harmful to self and/or others.
- Express his or her sexuality while respecting the rights of others.
- Seek new information to enhance his or her sexuality.
- Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected against disease and unintended pregnancy.

In sexual health

- Use contraception effectively to avoid unintended pregnancy.
- Prevent sexual abuse.
- Act consistent with his or her own values in dealing with an unintended pregnancy.
- Seek early prenatal care.
- Avoid contracting or transmitting an STD, including HIV.
- Practice health-promoting behaviors, such as regular check-ups, breast and testicular self-exam, and early identification of potential problems.

In society and culture

- Demonstrate respect for people with different sexual values.
- Exercise democratic responsibility to influence legislation dealing with sexual issues.
- Assess the impact of family, cultural, religious, media, and societal messages on his or her thoughts, feelings, values, and behaviors related to sexuality.
- Promote the rights of all people to accurate sexuality information.
- Avoid behaviors that exhibit prejudice and bigotry.
- Reject stereotypes about the sexuality of diverse populations.
- Educate others about sexuality.

**SEXUAL HEALTH IN PRIME TIME**

**Directions:** There are many characteristics that make a person sexually healthy or sexually unhealthy. Choose a *fictional* character to evaluate and check whether she or he meets each of the following sexual health characteristics. Give specific examples whenever you can.

Name of fictional character ______________________________________________________

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<th>YES</th>
<th>NO</th>
<th>DON'T KNOW</th>
<th>EXAMPLE</th>
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<tr>
<td><strong>HUMAN DEVELOPMENT</strong></td>
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<td>1. Appreciates her or his own body.</td>
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<td>2. Can get information about reproduction if they need it.</td>
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<td>3. Knows a person can choose not to have children or not to have intercourse.</td>
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<td>4. Treats people of all genders with respect.</td>
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<td>5. Understands their sexual orientation and respects others’ sexual orientation.</td>
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<td>6. Understands their gender identity and respects others’ gender identities.</td>
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<td><strong>RELATIONSHIPS</strong></td>
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<td>1. Shows love and intimacy in appropriate ways.</td>
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<td>2. Builds meaningful relationships.</td>
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<td>3. Avoids harmful relationships.</td>
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<td>4. Decides with their partner about whether (or when) to become a parent.</td>
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<td>5. Knows how to make their relationships better.</td>
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<td><strong>PERSONAL SKILLS</strong></td>
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<td>1. Lives according to their values.</td>
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<td>2. Takes responsibility for their own behavior.</td>
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<td>3. Can make good decisions.</td>
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<td>5. Can communicate well with family, friends, and partners.</td>
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<td><strong>SEXUAL BEHAVIOR</strong></td>
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<td>1. Enjoys and expresses their sexuality throughout their life.</td>
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<td>2. Holds true to their values when sexually expressing themselves.</td>
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<td>3. Enjoys sexual feelings without necessarily acting on them.</td>
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<td>4. Knows the difference between life-enhancing sexual behaviors and those that are harmful.</td>
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<td>5. Respects the rights of others.</td>
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<td>6. Gets new information to improve their sexuality.</td>
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<td>This character...</td>
<td>YES</td>
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<tr>
<td><strong>SEXUAL HEALTH</strong></td>
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<tr>
<td>1. Gets regular checkups and does breast or testicular self exams.</td>
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<td>2. Uses contraception to avoid unplanned pregnancy.</td>
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<td>3. Avoids getting (or giving someone) STIs, including HIV.</td>
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<td>4. Acts in line with one's own values when dealing with an unintended pregnancy.</td>
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<td>5. Gets prenatal care if needed.</td>
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<tr>
<td><strong>SOCIETY AND CULTURE</strong></td>
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<tr>
<td>1. Respects people with different sexual values.</td>
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<tr>
<td>3. Thinks about how different sources of sexual information affect their sexual thoughts, feelings, values, and behaviors.</td>
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<tr>
<td>4. Examines the world around them for biases based on gender, sexual orientation, culture, ethnicity, and race.</td>
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<td>5. Stands up for the rights of all people to get accurate sexuality information.</td>
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<td>6. Does not express prejudice or bigotry.</td>
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<td>7. Rejects stereotypes about the sexuality of others.</td>
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<td>8. Teaches others about sexuality.</td>
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