

Syllabus

Course Overview

Course Overview

This course is designed to highlight various aspects of human sexuality—the biological, psychological, sociocultural, behavioral, medical, problematic, and personal—beginning with basic anatomy and physiology, which is crucial to further understanding. Readings in the course will help you to understand the basic concepts about the differentiation of the sexes and the development of gender identity and begin to bring the social and political dimensions of human sexuality into perspective.

This course also establishes the foundation for a full understanding of sexual behavior and its place in infancy, childhood, and adolescence, in addition to providing an overview of the most widely accepted theories of psychosexual development. You will explore adult sexuality, dispelling myths of sexuality in the elderly and addressing issues of health and illness in regard to sexual activity. Of importance are the highly individualized sexual natures that we develop as human beings and attitudinal frameworks associated with this development. You will also explore practical information about maintaining healthy, effective relationships, whether or not they involve sexual interactions. The communication process and how complex it may become is vital, since both the sender and receiver have complicated interpretive systems through which any message is filtered.

You will also explore sexual behavior and its role in contemporary society and examine sexual behaviors that can be especially interesting or potentially upsetting. You will explore problems related to human sexual behavior, as it is important to understand how sexual problems are defined. An underlying theme is that most problems must be delineated within the context of the individual's personality, lifestyle, and relationships with others.

And finally, the course highlights the various forms of sexual problems that people face and what they might do about them. You will explore sexually transmitted diseases (STDs) and a variety of other medical conditions that can affect the sex organs and sexual activity. You will also examine the various causes of sexual dysfunctions. In recent years, there has been greater emphasis on potential organic conditions that can manifest themselves in sexual difficulties, including the effects of alcohol, other drugs, and certain medications. On the other hand, it is still a safe assumption that many sexual disorders of this sort are caused by a vicious circle of anxiety and fear of failure, generating lack of responsiveness, or by difficulties within a relationship.

Assignments

Week 2: Complete a 2–3-page worksheet based on a case study you choose from the options given. Apply theory to a human sexuality issue found in the case study

Week 3: Write a 3–5-page paper on a gender or sexual orientation topic of your choice. Explore your topic using theory and research related to human sexuality

Week 5: Create a presentation on a contemporary issue of your choice. Explore the human sexuality issue of your choice using theory and research –

Discussions

There will be a discussion in each week in this course. Initial discussion posts are due on Thursday of the week assigned. Responses to discussions are due on Sunday of that week.

Week 1: Summarize a psychological theory or research study related to human sexuality and identify an example of its application.

Week 2: Describe typical developmental issues and contemporary issues related to a particular age group or identify a concept that interested you and explain how it relates to a particular age group.

Week 3: Summarize the article you found for your assignment, or identify a concept that interested you and find a related resource to analyze and share.

Week 4: Explore a particular sexual problem by explaining what might be causing the problem, and identifying possible therapeutic approaches.

Week 5: Share the topic and some of the elements of your presentation with your peers or identify a concept that interested you and find a related resource to analyze and share.

Quizzes

Week 1:

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply basic psychological terminology and concepts related to human sexuality.
- 2 Apply basic psychological theories to topics in human sexuality.
- 3 Apply basic scientific and research concepts and findings related to human sexuality.
- 4 Write using a clear purpose, organization, tone, and sentence structure.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available

only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Hyde, J. S., & Delamater, J. D. (2017). *Understanding human sexuality* (13th ed.). New York, NY: McGraw-Hill. ISBN: 9781259544989.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Content Media (Producer). (2011). *Sexual addiction: Is it for real?-Infidelity* [Video]. Films on Demand.
- Cruz, A. (2015). *Beyond black and blue: BDSM, Internet pornography, and black female sexuality*. *Feminist Studies*, 41(2), 409–436, 484.
- De Castell, S., & Jenson, J. (2006). *No place like home: Sexuality, community, and identity among street-involved "queer and questioning" youth*. *McGill Journal of Education*, 41(3), 227–247.
- DeLamater, J., & Koepsel, E. (2015). *Relationships and sexual expression in later life: A biopsychosocial perspective*. *Sexual and Relationship Therapy*, 30(1), 37–59.
- Dewaele, A., Van Houtte, M., & Vincke, J. (2014). *Visibility and coping with minority stress: A gender-specific analysis among lesbians, gay men, and bisexuals in Flanders* [PDF]. *Archives of Sexual Behavior*, 43(8), 1601–1614.
- Doan, L., Loehr, A., & Miller, L. R. (2014). *Formal rights and informal privileges for same-sex couples: Evidence from a national survey experiment*. *American Sociological Review*, 79(6), 1172–1195.
- Elder, W. B., Morrow, S. L., & Brooks, G. R. (2015). *Sexual self-schemas of gay men: A qualitative investigation*. *The Counseling Psychologist*, 43(7), 942–969.
- Fleming, B. (2017). *No-fly zones: A new model for male sexuality* [PDF]. *Society*, 54(1), 34–41.
- Gates, G. J. (2015). *Marriage and family: LGBT individuals and same-sex couples* [PDF]. *The Future of Children*, 25(2), 67–87.
- Gómez, J. P. P., & Arenas, Y. (2019). *Development of bisexual identity* [PDF]. *Ciencia & Saude Coletiva*, 24(5), 1669–1678.
- McClelland, S. I., Rubin, J. D., & Bauermeister, J. A. (2016). *Adapting to injustice: Young bisexual women's interpretations of microaggressions*. *Psychology of Women Quarterly*, 40(4), 532–550.
- McPhail, B. A. (2004). *Questioning gender and sexuality binaries: What queer theorists, transgendered individuals, and sex researchers can teach social work*. *Journal of Gay & Lesbian Social Services*, 17(1), 3–21.
- Mizock, L., & Hopwood, R. (2016). *Conflation and interdependence in the intersection of gender and sexuality among transgender individuals*. *Psychology of Sexual Orientation and Gender Diversity*, 3(1), 93–103.
- Monto, M. A., & Supinski, J. (2014). *Discomfort with homosexuality: A new measure captures differences in attitudes toward gay men and lesbians*. *Journal of Homosexuality*, 61(6), 899–916.
- Morgan, E. M., & Davis-Delano, L. R. (2016). *How public displays of heterosexual identity reflect and reinforce gender stereotypes, gender differences, and gender inequality* [PDF]. *Sex Roles*, 75(5/6), 257–271.
- Nam, B., Jun, H., Fedina, L., Shah, R., & DeVlyder, J. E. (2019). *Sexual orientation and mental health among adults in four U.S. cities*. *Psychiatry Research*, 273, 134–140.
- Petersen, J. L., & Hyde, J. S. (2010). *A meta-analytic review of research on gender differences in sexuality, 1993–2007*. *Psychological Bulletin*, 136(1), 21–38.
- Petsko, C. D., & Bodenhausen, G. V. (2019). *Racial stereotyping of gay men: Can a minority sexual orientation erase race?* *Journal of Experimental Social Psychology*, 83, 37–54.
- Riggs, D. W., & Bartholomaeus, C. (2018). *Transgender young people's narratives of intimacy and sexual health: Implications for sexuality education*. *Sex Education*, 18(4), 376–390.
- Sala, A., & De la Mata Benítez, M. L. (2017). *The narrative construction of lesbian identity: A study using Bruner's self-indicators*. *Culture & Psychology*, 23(1), 108–127.
- Spittlehouse, J. K., Boden, J. M., & Horwood, L. J. (2019). *Sexual orientation and mental health over the life course in a birth cohort* [PDF]. *Psychological Medicine*, 1–8.
- Sun, C., Bridges, A., Johnson, J. A., & Ezzell, M. B. (2016). *Pornography and the male sexual script: An analysis of consumption and sexual relations* [PDF]. *Archives of Sexual Behavior*, 45(4), 983–994.
- Ter Bogt, T. F. M., Engels, R. C. M. E., Bogers, S., & Kloosterman, M. (2010). *"Shake it baby, shake it": Media preferences, sexual attitudes and gender stereotypes among adolescents* [PDF]. *Sex Roles*, 63(11/12), 844–859.
- Vaughan, S. C. (2018). *Suicidality in LGBTQ+ youth*. *The Psychoanalytic Study of the Child*, 71(1), 40–54.
- Watson, M. A. (Producer). (2015). *The business of sex: Clinical conversations for the human sexuality classroom* [Video]. Films On Demand.
- Zell, E., Krizan, Z., & Teeter, S. R. (2015). *Evaluating gender similarities and differences using metasynthesis*. *American Psychologist*, 70(1), 10–20.
- Zheng, L., & Zheng, Y. (2016). *Gender nonconformity and butch-femme identity among lesbians in China*. *Journal of Sex Research*, 53(2), 186–193.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Bass, T. M. (2016). Exploring female sexuality: Embracing the whole narrative. *North Carolina Medical Journal*, 77(6), 430–432. Retrieved from <http://www.ncmedicaljournal.com/content/77/6/430>
- Center for Disease Control and Prevention. (2018). Violence prevention. Retrieved from <https://www.cdc.gov/violenceprevention/index.html>
- Centers for Disease Control and Prevention. (2016). ART and gestational carriers. Retrieved from <https://www.cdc.gov/art/key-findings/gestational-carriers.html>
- Centers for Disease Control and Prevention. (2019). Health risks among sexual minority youth. Retrieved from <https://www.cdc.gov/healthyyouth/disparities/smy.htm>
- Centers for Disease Control and Prevention. (2019). Sexual health. Retrieved from <https://www.cdc.gov/sexualhealth/Default.html>
- Centers for Disease Control and Prevention. (n.d.). Diseases & conditions. Retrieved from <https://www.cdc.gov/DiseasesConditions/>
- Collins, R. L., Martino, S. C., & Shaw, R. (2011). Influence of new media on adolescent sexual health: Evidence and opportunities. Retrieved from <https://aspe.hhs.gov/basic-report/influence-new-media-adolescent-sexual-health-evidence-and-opportunities>
- HaierUp. (2013, April 28). Love is all you need?: The short [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=CnOJgDW0gPI>
- Harvard Health Publishing. (2017). Attitudes about sexuality and aging. Retrieved from <https://www.health.harvard.edu/staying-healthy/attitudes-about-sexuality-and-aging>
- Hay House UK. (2017, June 28). The pros & cons of pornography - with Mike Lousada & Louise Mazanti [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=WxQNxMJYIZI>
- HIV.gov. (2019). How is HIV transmitted? Retrieved from <https://www.hiv.gov/hiv-basics/overview/about-hiv-and-aids/how-is-hiv-transmitted>
- Marcin, S. (2013). Prostitution and human trafficking: A paradigm shift. Retrieved from <https://leb.fbi.gov/articles/featured-articles/prostitution-and-human-trafficking-a-paradigm-shift>
- Mcleod, S. (2019). What's the difference between qualitative and quantitative research? Retrieved from <https://www.simplypsychology.org/qualitative-quantitative.html>
- MedlinePlus. (2019). Sexual health. Retrieved from <https://medlineplus.gov/sexualhealth.html>
- National Institute on Aging. (2017). Sexuality in later life. Retrieved from <https://www.nia.nih.gov/health/sexuality-later-life>
- Society for Media Psychology & Technology. (2018). Report of the Division 46 Task Force on the sexualization of popular music [PDF]. Retrieved from <https://www.apadivisions.org/division-46/publications/popular-music-sexualization.pdf>
- SoulPancake (2016, November 21). LGBTQ | How you see me [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=wxHHstcyP4I>
- TEDx. (2017, March 20). Tuuli Kukkonen: Still going strong: Sexuality in older adults [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=pqLhPPOEJB4>
- The United States Department of Justice. (2017). Child pornography. Retrieved from <https://www.justice.gov/criminal-ceos/child-pornography>
- Tinker, B. (2015). The pros and cons of porn: It just isn't what it used to be. Retrieved from <https://www.cnn.com/2015/10/16/health/playboy-explicit-porn/index.html>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Foundations of Human Sexuality

Introduction

Scenario: Communication Tension

Tad texted rapidly to his girlfriend while waiting for the elevator. She'd sent him a picture wearing her new lingerie. She also suggested things they could do on their date tonight. He tried to think of a way to let her know he'd prefer not to get more pictures like that because it made it more difficult for him to remain true to his

promise of abstinence until marriage. He typed an answer and deleted it—he was embarrassed.

The elevator doors opened, and Tad stepped in, finding a corner where he was as far away from the other two occupants as possible to try to hide his physical reaction to the picture. As the doors closed, another text appeared. Zoe suggested dinner at her house since her parents were out of town. Tad answered that he'd prefer a restaurant and a movie just as the elevator stopped and the lights went out.

As you read the chapters this week, think about Tad's situation with his girlfriend. What type of research would offer insight into the success rates of abstinence pledges? What theories might explain the tension between him and his girlfriend?

To-Do List:

- **Discussion:** Summarize a psychological theory or research study related to human sexuality and identify an example of its application.
- **Quiz:** Complete the Week 1 quiz.
- **What You Need to Know:** Explore the theories and foundational research related to human sexuality.
- **Prepare:** Choose a case study on which to base your first assignment and identify a theory you can apply to the case study.

Learning Activities

u01s1 - Activity Overviews

Discussion Overview

You have three options for your discussion this week. Dig more deeply into one of the psychological theories related to human sexuality, analyze a classic research study or a more contemporary one, or identify a concept from this week's readings that interested you and find a related resource to examine and share. You are only required to complete one, however, when responding to your peers, you are welcome to respond to a learner who addressed a different question than you did.

Quiz Overview

You will complete a Week 1 quiz to test your knowledge of the foundations of human sexuality, covering information from the first three chapters in your *Understanding Human Sexuality* text.

u01s2 - What You Need to Know

Foundations of Human Sexuality

Does sex mean the same thing in all cultures? Are the expectations and behaviors the same across cultures? How does the media influence our understanding of sexuality? Chapter 1 in your *Understanding Human Sexuality* text provides the foundation you need to understand the theories and research presented in the rest of the book. You will find questions from this chapter in the Week 1 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 1, "Sexuality in Perspective," pages 1–21.

Chapter 2 in your *Understanding Human Sexuality* text considers how we can go about understanding human sexuality, whether through evolutionary perspectives, psychological theories, sociological perspectives, or other critical theories. You will find questions from this chapter in the Week 1 quiz, and you may choose to include concepts from this chapter in your discussion. You will also be applying theory in your assignments in this course.

- Chapter 2, "Theoretical Perspectives on Sexuality," pages 22–41.

How can we study human sexuality? What methods have been most effective? Are there issues involved with studying human sexuality? Chapter 3 in your *Understanding Human Sexuality* text explores the foundational research that has been done regarding human sexuality as well as the methods used. You will find questions from this chapter in the Week 1 quiz, and you may choose to include concepts from this chapter in your discussion. You will also be exploring research in your assignments in this course.

- Chapter 3, "Sex Research," pages 42–66.

u01d1 - Write Your Discussion Post

For this discussion, complete the topic that most interests you. You are only required to complete one discussion option, but you are welcome to respond to learners who chose a different topic.

Option 1: Human Sexuality Theories

Choose one of the theories described in Chapter 2, "Theoretical Perspectives on Sexuality," in your *Understanding Human Sexuality* text.

Then write a post that includes the following:

- A brief summary of the theory.
- The strengths of the theory.
- The weaknesses or limitations of the theory.
- One example of how the theory could be applied to real life.

Option 2: A Look at Sex Research

Choose either a classic study featured in Chapter 3, "Sex Research," in your *Understanding Human Sexuality* text or find a more contemporary (peer-reviewed) study on human sexuality.

Then write a post that includes the following:

- A brief summary of the study or article.
- The research method used for the study.
- The results of the study.
- One practical application of the study (that is, how the study can be applied to real life).

Option 3: What Interested You?

Choose something in your course text that interested you this week. Then:

- Share a link to a video, podcast, Ted Talks, or other media source.
 - Cite the source in APA style.
- Summarize the content of the source briefly.
- Discuss how concepts from this week's readings were captured in this source.
- Describe at least one real-world application based on the source.

Response Guidelines

Respond to the posts of at least two other learners. Responses should be thoughtful and respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources and professional literature into your discussion as appropriate. Cite your sources using APA style.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u01q1 - Take the Quiz

Are you familiar with social learning theory? Can you define sexual behavior? Do you know who the big names are in the early study of human sexuality? This quiz will test your understanding of the concepts, theories, and information presented in the course during Week 1, with particular focus on Chapters 1, 2, and 3 in your *Understanding Human Sexuality* text.

The following competencies will be covered in this quiz:

- Apply basic psychological terminology and concepts related to human sexuality.
- Apply basic psychological theories to topics in human sexuality.
- Apply basic scientific and research concepts and findings related to human sexuality.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central Time.
- You may only take the quiz once.
- This quiz is not timed, but once you submit the quiz, you may not go back and change any of your responses.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after you have completed the quiz and your score is recorded.
- This quiz is worth 10 percent of your overall grade for the course. There are 10 questions for a total of 100 points possible. Each question is worth 10 points.

To begin, click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

u01s3 - Prepare: Choose Your Case Study

To prepare for next week's assignment, complete the following:

- Read the [Sexuality Across the Lifespan Case Studies \[PDF\]](#) and choose one to focus on for your assignment. Choose the one that sparks your interest or concerns an age group that you would like to explore.
- Identify a few issues that are involved in your chosen case study, but choose one to examine in your assignment.
- Select one theory from Chapter 2 in your course text from the following categories: evolutionary, psychological, critical, or learning theories. The theory you select can help explain the issue faced by the person depicted in the case.

Unit 2 >> Sexuality Across the Lifespan

Introduction

Scenario: Perspectives Across the Lifespan

Tad, as well as the other two passengers, tried not to panic as they realized they were stuck in the elevator. Tad used his phone for light as one of the other elevator passengers hit the emergency button. After getting confirmation that someone was working on the problem, the three trapped passengers started a conversation to break the tension.

"You're texting quite a bit," the older man said. "I've not gotten the hang of it, even though my grandkids keep texting me. Oh, I'm Fredrick, by the way."

"It's my girlfriend," Tad answered. "She's always texting me. We don't see eye to eye on the, well, physical part of our relationship."

"That's a tough one," the woman, Celia, said. "My husband and I have been together 13 years and he wants things I'm not sure about."

"I thought it got easier as you got older," Tad said.

"Maybe," the older man, Fredrick said. "But I've been dating a long time and relationships can be hard—young or old. Just be who you are."

As you complete the reading, think about how sexuality and the life cycle affects them. What aspects do you see in the scenario above and in the case study? What theories from last week help explain their comments? Also, you can learn about Tad, Celia, and Fredrick in the case studies this week.

To-Do List:

- **Discussion:** Describe typical developmental issues and contemporary issues related to a particular age group or identify a concept that interested you and explain how it relates to a particular age group.
- **Assignment:** Submit your Sexuality Across the Lifespan Case Study Worksheet based on the case study you chose.
- **What You Need to Know:** Become familiar with human sexuality across different ages groups. Understand the difference between quantitative and qualitative research.
- **Prepare:** Choose your topic and a relevant theory and begin the research required to complete your second assignment due next week.

Learning Activities

u02s1 - Activity Overviews

Discussion Overview

You have two options for your discussion this week. Choose one age group and describe typical developmental issues and contemporary issues related to that age group. Alternatively, identify a concept from this week's readings that interested you and explain how it relates to a particular age group. You are only required to complete one, however, when responding to your peers, you are welcome to respond to a learner who addressed a different question than you did.

Assignment Overview

For your assignment this week, complete your Sexuality Across the Lifespan Case Study Worksheet based on the case study you chose.

u02s2 - What You Need to Know

Human Sexuality Across the Life Cycle

From infancy to old age, our sexuality continues to change and develop. The following resources examine the different stages we go through and the issues that may be involved at each stage. You may choose to include concepts from these resources in your discussion as well as in your assignment, due this week.

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 9, "Sexuality and the Life Cycle: Childhood and Adolescence," pages 222–243.
- Chapter 10, "Sexuality and the Life Cycle: Adulthood," pages 244–270.

Use the Capella University Library and the Internet to read or view the following:

- DeLamater, J., & Koepsel, E. (2015). Relationships and sexual expression in later life: A biopsychosocial perspective. *Sexual and Relationship Therapy*, 30(1), 37–59.
- National Institute on Aging. (2017). Sexuality in later life. Retrieved from <https://www.nia.nih.gov/health/sexuality-later-life>
- Harvard Health Publishing. (2017). Attitudes about sexuality and aging. Retrieved from <https://www.health.harvard.edu/staying-healthy/attitudes-about-sexuality-and-aging>
- TEDx. (2017, March 20). Tuuli Kukkonen: Still going strong: Sexuality in older adults [Video] | Transcript. Retrieved from <https://www.youtube.com/watch?v=pqLhPPOEJB4>

Quantitative and Qualitative Research Methods

As in any subjects, you can conduct research in human sexuality using quantitative methods, qualitative methods, or a mix of both. The following resources explain the differences between them and the reasons you would use one over another. You will need this information for your Week 2 assignment.

Use the Internet to read the following:

- Mcleod, S. (2019). [What's the difference between qualitative and quantitative research?](https://www.simplypsychology.org/qualitative-quantitative.html) Retrieved from <https://www.simplypsychology.org/qualitative-quantitative.html>

Complete the following Capella multimedia presentations:

- [Research Methodologies Comparison](#).
- [Quantitative Versus Qualitative Research](#).

u02d1 - Write Your Discussion Post

For this discussion, complete the topic that most interests you. You are only required to complete one discussion option, but you are welcome to respond to learners who chose a different option.

Option 1: Sexuality Across the Lifespan Theoretical Perspectives and Research

Using the sources from this week's studies, select one age group (children or adolescents, adults, or older adults) and discuss the following based on psychological theories and/or research:

- Typical developmental issues faced by individuals in this age group.
- Strategies for helping individuals in this age group cope with the developmental challenges faced.
- At least two emerging trends or contemporary issues related to this age group.

Option 2: What Interested You?

Select one age group (childhood or adolescence, adulthood, or older adulthood). Then:

- Share a link to a website, journal article, podcast, Ted Talks, or other media source on human sexuality for the age group you selected.
 - Cite the source in APA style.
- Summarize the content of the source briefly.
- Discuss how concepts from this week's readings were captured in this source.
- Describe at least one real-world application based on the source.

Response Guidelines

Respond to the posts of at least two other learners. Responses should be thoughtful and respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources and professional literature into your discussion as appropriate. Cite your sources using APA style.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u02a1 - Sexuality Across the Lifespan Case Study

Overview

As you have been reading about Tad, Celia, and Frederick, you may have started thinking about the issues they face. Many of the major theories in psychology provide insight into the field of human sexuality and issues like these. Chapter 2 in your course text explains these connections. For example, learning theory can help us understand how a certain perfume or cologne can elicit sexual arousal through classical conditioning (Hyde, 2017). In this first assignment, you will have a chance to practice and build your skills by digging into one of these theories and applying it to an issue in a case study.

Preparation

Complete the following:

- Read the [Sexuality Across the Lifespan Case Studies \[PDF\]](#) and choose one of the case studies you would like to use for this assignment, if you have not already.
- Choose one issue found in the case study on which to focus this assignment.
- Select one theory from Chapter 2 in your course text from the following categories: evolutionary, psychological, critical, or learning theories. The theory you select can help explain the issue faced by the person depicted in the case.
- Review the [How to Write a Research Question \[PDF\]](#) document to learn how to write an appropriate, well-crafted research question for your assignment.
- Review the [Sexuality Across the Lifespan Case Study Worksheet \[DOCX\]](#), which you will use to complete this assignment.

Instructions

Complete the following sections of the Sexuality Across the Lifespan Case Study Worksheet:

- **Section 1:** Describe the issue you chose to focus on from the case study. What is the population concerned? How does the issue affect that population?
- **Section 2:** Apply the theory you chose from the text to the issue faced by the person depicted in the case study. How does the theory shed light or help explain the issue?
- **Section 3:** Design a research question that could help us learn more about this issue. How could research help us to learn more about this issue?
- **Section 4:** Explain how the research question could be answered by identifying the type of methodology that can be used to answer the question (quantitative or qualitative). **Note:** You can use previous studies conducted (also featured in Chapter 3 in your course text) as a guide.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** References and citations should be formatted according to current [APA Style and Format](#) guidelines.
- **Number of Resources:** A minimum of two scholarly resources.
- **Length:** 2–3 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Template:** Use the [Sexuality Across the Lifespan Case Study Worksheet \[DOCX\]](#) to complete the assignment.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Apply basic psychological terminology and concepts related to human sexuality.
 - Describe one issue associated with a case study.
- Competency 2: Apply basic psychological theories to topics in human sexuality.
 - Explain how a particular psychological theory relates to an issue.
- Competency 3: Apply basic scientific and research concepts and findings related to human sexuality.
 - Design a research question related to the issue.
 - Identify the type of approach (quantitative or qualitative) that could be used to address the research question.
- Competency 4: Write using a clear purpose, organization, tone, and sentence structure.
 - Communicate clearly with appropriate purpose, organization, tone, and sentence structure.
 - Cite sources using author and year, and provide some reference information required in APA style.

Review the Applications of Sexuality Across the Lifespan Case Study Scoring Guide for details on how your paper will be graded.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Portfolio Prompt: You may choose to save this learning activity to your [ePortfolio](#).

Reference

Hyde, J. S., & Delamater, J. D. (2017). *Understanding human sexuality* (13th ed.). New York, NY: McGraw-Hill.

u02s3 - Prepare: Choose a Topic and Begin Your Research

To prepare for your Gender or Sexual Orientation Research Paper assignment in Week 3, complete the following:

- Choose a topic related to gender or sexual orientation for the Week 3 assignment. Choose the one that sparks your interest and concerns an issue that you would like to explore.
 - Gender roles and stereotypes.
 - Gender differences in sexuality.
 - Male sexuality.
 - Female sexuality.
 - Transgender sexuality.
 - Sexual identity.
 - Same sex couples.
 - LGBTQ youth.
- Read one of the articles provided in the [Gender and Sexual Orientation Topics \[PDF\]](#) document that is related to the topic you chose.
- Use the Capella library to find one more article to use for your paper.
- Review Chapter 2 in your course text and choose one theory you can apply to your topic.

Course Library Guide

A Capella University library guide has been created specifically for your use in this course. You are encouraged to refer to the resources in the [PSYC2800 – Introduction to Human Sexuality Library Guide](#) to help direct your research.

Unit 3 >> Gender and Sexual Orientation

Introduction

Scenario: Gender Differences

The lights in the elevator flickered for a moment then went out again. "Do you think that's a good thing?" Celia asked.

"Who knows," Fredrick answered. "But they know we're here and they'll get us out."

"I hope it's soon," Tad said. "My girlfriend will be so upset if I'm late for our date. She's already upset that I won't come over to her place."

"You passing up sex?" Fredrick asked. Tad nodded and blushed. He'd never admitted that to anyone.

"I don't know why everyone puts such an emphasis on sex," Celia said. "It's all over the TV and movies. And now people want open marriages to get more of it. I don't understand."

"Men like sex," Fredrick responded. "Prostitution has always been a way for women to make money. You don't see men prostituting themselves to women. It's a guy thing."

"Not all guys," Tad said. "Just because we have an urge doesn't mean we should act on it. Shouldn't sex be about more than just an urge?"

The other two laughed and Tad wished he'd never spoken.

As you complete the readings this week, think about this conversation. What are the gender differences when it comes to sex? Does gender identity come into play?

To-Do List:

- **Discussion:** Summarize the article you found for your assignment, or identify a concept that interested you and find a related resource to analyze and share.
- **Assignment:** Submit your Gender or Sexual Orientation Research Paper based on the topic you chose.
- **What You Need to Know:** Learn about gender differences related to human sexuality and the issues faced by the LGBTQ community.

Learning Activities

u03s1 - Activity Overviews

Discussion Overview

You have two options for your discussion this week. Summarize the article you found for your assignment that is due this week, or identify a concept from this week's readings that interested you and find a related resource to analyze and share. You are only required to complete one, however, when responding to your peers, you are welcome to respond to a learner who addressed a different question than you did.

Assignment Overview

For your assignment this week, write and submit a paper on a gender or sexual orientation topic of your choice. In your paper, apply psychological theory and research to your topic.

u03s2 - What You Need to Know

Sex and Gender Differences

What is the difference between sex and gender? How is sexual differentiation different for males and females in the womb? Is there more to it than different chromosomes? What if someone's gender identity is not the same as the one assigned at birth? What challenges does a transgender person experience in a binary culture? The following resources examine the differences and similarities between men and women in terms of sexuality, as well as gender and gender roles. You may choose to include concepts from these resources in your discussion as well as in your assignment, due this week.

Use your *Understanding Human Sexuality* to read the following:

- Chapter 5, "Sex Hormones, Sexual Differentiation, and the Menstrual Cycle," pages 89–114.
- Chapter 12, "Gender and Sexuality," pages 302–322.

Complete the following Capella multimedia presentation:

- [The Human Sexual Response Cycle](#).

Sexual Orientation

What is sexual fluidity? What are the major issues that members of the LGBTQ community face? Do other cultures view same gender sexual behavior differently? The following resources explore sexual orientation and the challenges and prejudice that gay, lesbian, and bisexual people face. You may choose to include concepts from these resources in your discussion as well as in your assignment, due this week.

Use your *Understanding Human Sexuality* to read the following:

- Chapter 13, "Sexual Orientation: Gay, Straight, or Bi?" pages 323–349.

Use the Internet to read or view the following:

- SoulPancake (2016, November 21). [LGBTQ | How you see me \[Video\] | Transcript](https://www.youtube.com/watch?v=wxHHstcyP4I). Retrieved from <https://www.youtube.com/watch?v=wxHHstcyP4I>
- HaierUp. (2013, April 28). [Love is all you need?: The short \[Video\] | Transcript](https://www.youtube.com/watch?v=CnOJgDW0gPI). Retrieved from <https://www.youtube.com/watch?v=CnOJgDW0gPI>
- Centers for Disease Control and Prevention. (2019). [Health risks among sexual minority youth](https://www.cdc.gov/healthyyouth/disparities/smy.htm). Retrieved from <https://www.cdc.gov/healthyyouth/disparities/smy.htm>

Complete the following Capella multimedia presentation:

- [Interviews With Individuals in the GLBT Community](#).

u03d1 - Write Your Discussion Post

For this discussion, complete the topic that most interests you. You are only required to complete one discussion option, but you are welcome to respond to learners who chose a different topic.

Option 1: Journal Article

You are required to select a journal article for a paper on gender or sexual orientation. Use the article you selected to write a post that includes the following:

- A brief summary of the study or article.
- The research method used for the study.
- The results of the study.
- The limitations of the study.
- One practical application of the study (that is, how the study can be applied to real life).

Option 2: What Interested You?

Choose something from the studies that interested you this week. Then:

- Share a link to a website, journal article, podcast, Ted Talks, or other media source on the topic you selected.
 - Cite the source in APA style.
- Summarize the content of the source briefly.
- Discuss how concepts from this week's readings were captured in this source.
- Describe at least one real-world application based on the source.

Response Guidelines

Respond to the posts of at least two other learners. Responses should be thoughtful and respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources and professional literature into your discussion as appropriate. Cite your sources using APA style.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u03a1 - Gender or Sexual Orientation Research Paper

Overview

Why do men and women approach sex and sexuality differently? Does sexual identity change over time? What are the similarities and differences between same sex couples and different sex couples? Take this opportunity to delve more deeply into a topic that strikes your interest, by applying psychological theory and research.

Preparation

Complete the following if you have not already:

- Choose a topic related to gender or sexual orientation to use for this assignment.
 - Gender roles and stereotypes.
 - Gender differences in sexuality.
 - Male sexuality.
 - Female sexuality.
 - Transgender sexuality.
 - Sexual identity.
 - Same sex couples.
 - LGBTQ youth.
- Read one of the articles provided in the [Gender and Sexual Orientation Topics \[PDF\]](#) document that is related to the topic you chose.
- Use the Capella library to find one more article to use for your paper.
- Review Chapter 2 in your course text and choose one theory you can apply to your topic.
- Review the [Gender or Sexual Orientation Research Paper Template \[DOCX\]](#), which you will use to complete this assignment.

Instructions

The paper should include a brief introduction of the topic and a review of relevant theories and research. The organization of the paper should be as follows:

- Introduction (1–2 paragraphs).
- Descriptions of definitions of key terms (1–2 paragraphs).
- Issues faced by the group or groups (3–5 paragraphs).
- Review of a relevant human sexuality theory or theories related to the group using the course text as a key source (3–4 paragraphs).
- Summary of one related study. You can choose the article provided to you or the one you found (3–5 paragraphs).
 - Research questions.
 - Methodology.
 - Results.
 - Relevance to topic.
- Conclusion (1–2 paragraphs).

You should use a minimum of three references for this assignment, including the course text, one of the articles provided, and one additional source you select. Remember to support all portions of your paper with scholarly sources using APA style in-text citations and a reference list.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** References and citations should be formatted according to current [APA Style and Format](#) guidelines.
- **Number of resources:** A minimum of three scholarly resources.
- **Length:** 3–5 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Template:** Use the [Gender or Sexual Orientation Research Paper Template \[DOCX\]](#) to complete the assignment.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Apply basic psychological terminology and concepts related to human sexuality.
 - Describe the topic chosen.
 - Define key terms related to the topic chosen.
 - Describe the issues associated with the topic.
- Competency 2: Apply basic psychological theories to topics in human sexuality.

- Apply a psychological theory to the issues identified.
- Competency 3: Apply basic scientific and research concepts and findings related to human sexuality.
 - Summarize a research study.
 - Explain how research has addressed the issues.
- Competency 4: Write using a clear purpose, organization, tone, and sentence structure.
 - Communicate clearly with appropriate purpose, organization, tone, and sentence structure.
 - Cite sources using author and year, and provide some reference information required in APA style.

Review the Gender or Sexual Orientation Research Paper Scoring Guide for details on how your paper will be graded.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Portfolio Prompt: You may choose to save this learning activity to your [ePortfolio](#).

Unit 4 >> Sexual Behavior and Sexual Problems

Introduction

Scenario: Differences in Human Sexuality

During a pause in the conversation, Tad heard the elevator next to them moving. It was the first time he'd heard it since the power went out and he took that as a hopeful sign.

"My husband wants an open marriage," Celia was telling Frederick while Tad checked his text messages.

"Guess it's better for you to be in the know than to have go around behind your back." Frederick said. "Open communication is a good thing."

"That's cynical," Celia said. "What's wrong with keeping to the person you love? I keep wondering what's wrong with me that he wants to look elsewhere."

"Have you said that to him?" Tad asked as he thought about all he hasn't said to his girlfriend.

"No," she said. "Even after all these years of marriage, I don't feel comfortable talking about it. I've never really been into sex but I thought I'd faked it pretty well. I didn't want to hurt his feelings."

Tad's phone showed an incoming text from his girlfriend. He read it twice. She was talking about how his lack of interest made her feel undesirable. She must have meant it for her best friend.

As you read through the textbook this week, how are problems in relationships related to sexual problems? What advice might you be able to give Tad and Celia?

To-Do List:

- **Discussion:** Explore a particular sexual problem by explaining what might be causing the problem, and identifying possible therapeutic approaches.
- **What You Need to Know:** Become familiar with disorders related to human sexuality and sexually transmitted infections.
- **Prepare:** Choose your topic and a relevant theory and begin the research required to complete your Contemporary Issues Presentation, due next week.

Learning Activities

u04s1 - Activity Overviews

Discussion Overview

You have two options for your discussion this week. Explore a particular sexual problem by writing a scenario, explaining what might be causing the problem and identifying possible solutions. Alternatively, identify a sexual problem you have seen in a TV show or movie, explain the causes of the problem, and identify possible therapeutic approaches. You are only required to complete one, however, when responding to your peers, you are welcome to respond to a learner who addressed a different question than you did.

u04s2 - What You Need to Know

Sexual Behavior

When is sexual behavior considered abnormal? Which theoretical approaches can help us understand more about variation in sexual behavior? The following resources define abnormal sexual behavior and explore sexual addiction more in depth. You may choose to include concepts from these resources in your discussion as well as in your assignment that is due next week.

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 14, "Variations in Sexual Behavior," pages 350–377.

Use the Capella library to view the following:

- Content Media (Producer). (2011). *Sexual addiction: Is it for real?-Infidelity [Video]*. Films on Demand.

Sexual Disorders

What causes sexual disorders and what kinds of therapies are the most helpful? Chapter 17 in your *Understanding Human Sexuality* text describes the kinds of disorders that can occur, their causes, and the types of therapies used to treat these disorders. You may choose to include concepts from these resources in your discussion as well as in your assignment that is due next week.

- Chapter 17, "Sexual Disorders and Sex Therapy," pages 429–451.

Sexually Transmitted Infections

Chapter 18 in your *Understanding Human Sexuality* text addresses the causes, treatments, as well as strategies for preventing sexually transmitted infections. You may choose to include concepts from these resources in your discussion as well as in your assignment, due next week.

- Chapter 18, "Sexually Transmitted Infections," pages 452–473.

u04d1 - Write Your Discussion Post

For this discussion, complete the topic that most interests you. You are only required to complete one discussion option, but you are welcome to respond to learners who chose a different topic.

Option 1: Scenario of a Sexual Problem

Create a brief scenario (using fictitious names) of a sexual problem. The problem can be caused by a sexual disorder, communication barriers, and/or other issues covered in this course. Based on the scenario, use your course materials to write a post that addresses the following:

- Describe the scenario.
- Explain what may be causing the problem.
- Provide a therapeutic approach that could address the issue. (Select from the therapies described in Chapter 17 in your course text.)

Option 2: Sexual Problems in the Media

Select a television show or movie that features a sexual problem. The problem can be caused by a sexual disorder, communication barriers, and/or other issues covered in this course. Briefly describe the problem and use course materials to write a post that addresses the following:

- Describe the problem.
- Explain what may be causing the problem.
- Provide a therapeutic approach that could address the issue. (Select from the therapies described in Chapter 17 in your course text.)

Response Guidelines

Respond to the posts of at least two other learners. Responses should be thoughtful and respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources and professional literature into your discussion as appropriate. Cite your sources using APA style.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u04s3 - Prepare: Choose a Topic and Begin Your Research

To prepare for your Contemporary Issues Presentation assignment in Week 5, start your work by beginning the preliminary work (detailed below) to lay a foundation for developing your presentation. The preliminary work includes selecting a topic, determining the target audience, identifying one research study relevant to the topic, selecting a government website, and choosing one theory that can be applied to the topic. The complete assignment instructions are as follows:

- Choose a topic related to a contemporary issue you would like to explore for this assignment.
 - Popular culture, media, and music.
 - Sex for sale.
 - Sexual coercion.
 - Pornography.
 - Medical interventions for male sexual disorders.
 - Sexually transmitted infections.
 - HIV/AIDS.
 - The limited understanding of female sexuality.
 - Birth control and abortion.
 - Surrogacy.
 - Sexual disorders and sex therapy.
 - Variations in sexual behavior.
- Determine the target audience for your presentation and the setting in which it would be given.
- Use the Capella library to find one research study that is relevant to your issue.
- Use the Internet to find a government website that helps explain or shed light on your issue. Review the [Government Websites for Contemporary Issues \[PDF\]](#) to help you get started.
- Review Chapter 2 in your course text and choose one theory you can apply to your topic.

Note: If you need help with creating a PowerPoint presentation in either Windows or Mac, visit the Tools and Resources page.

Unit 5 >> Contemporary Issues

Introduction

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Scenario: Contemporary Issues in Human Sexuality

The elevator lights blinked a couple of times and then stayed on. With a lurch, they were moving again. The other two expressed their relief but Tad was too lost in his own thoughts. His girlfriend had been taking his avoidance of sex as a reflection that he didn't want her. How could he fix that? What would she think if he told her the truth?

As the doors opened, Frederick turned to both of them. "You need to be honest, at least about everything that won't land you in jail."

"Tell him I don't want an open marriage?" Celia asked as the two stepped out of the elevator.

Tad thought about it as he stepped out the elevator after them. He typed his text with his heart beating so loud he was sure others could hear it. He confessed it all to his girlfriend and hit send.

As you complete the readings this week, which contemporary issues were faced by Tad, Celia, and Frederick? Which issues discussed this week seem familiar from the people you know and which seem like that they do not affect you?

To-Do List:

- **Discussion:** Share the topic and some of the elements of your presentation with your peers or identify a concept that interested you and find a related resource to analyze and share.
- **Assignment:** Submit your Contemporary Issues Presentation based on the topic you chose.
- **What You Need to Know:** Examine contemporary issues related to human sexuality, such as pornography, prostitution, and how sex is portrayed in popular culture.

Learning Activities

u05s1 - Activity Overviews

Discussion Overview

You have two options for your discussion this week. Share the topic and some of the elements of your presentation with your peers or identify a concept from this week's readings that interested you and find a related resource to analyze and share. You are only required to complete one, however, when responding to your peers, you are welcome to respond to a learner who addressed a different question than you did.

Assignment Overview

For your assignment this week, create and submit a presentation on a contemporary issue of your choice in which you apply psychological theory and research.

u05s2 - What You Need to Know

Contemporary Issues

Sexuality is such an integral part of being human that it is not surprising that it touches many parts of our lives. Some of the problems and challenges that can occur are touched on in the resources listed below. You may choose to include concepts from these resources in your discussion as well as in your assignment that is due this week.

Popular Culture

The Division 46 report examines the current trends in the sexual content in popular music and the consequences on the music consumer.

- Society for Media Psychology & Technology. (2018). *Report of the Division 46 Task Force on the sexualization of popular music* [PDF]. Retrieved from <https://www.apadivisions.org/division-46/publications/popular-music-sexualization.pdf>

Sex for Sale

Chapter 16 in your *Understanding Human Sexuality* text covers issues related to prostitution, sex trafficking, and pornography. What are the issues created by these businesses and how are the people involved impacted?

- Chapter 16, "Sex for Sale," pages 399–428.

The business of sex goes beyond prostitution and pornography. In the following video, you will hear from a sex toy educator, the owner of a sex bakery, and the managers of a sex shop.

- Watson, M. A. (Producer). (2015). *The business of sex: Clinical conversations for the human sexuality classroom* [Video]. Films On Demand.

The CNN article and the Hay House video discuss the negative aspects of porn on kids as well as the benefits that porn can have on relationships.

- Hay House UK. (2017, June 28). *The pros & cons of pornography - with Mike Lousada & Louise Mazanti* [Video] | Transcript. Retrieved from <https://www.youtube.com/watch?v=WxQNxMJYIZI>
- Tinker, B. (2015). *The pros and cons of porn: It just isn't what it used to be*. Retrieved from <https://www.cnn.com/2015/10/16/health/playboy-explicit-porn/index.html>

Sexual Coercion

What characteristics do rapists have in common? What effects can sexual harassment have on the victim? Chapter 15 in your *Understanding Human Sexuality* text addresses issues surrounding rape, child sex abuse, and sexual harassment.

- Chapter 15, "Sexual Coercion," pages 378–398.

u05d1 - Write Your Discussion Post

For this discussion, complete the topic that most interests you. You are only required to complete one discussion option, but you are welcome to respond to learners who chose a different topic.

Option 1: Human Sexuality Presentation

Share the topic you selected for your presentation that is due this week. Write a post that addresses the following:

- Describe the topic you selected.
- Explain how a particular human sexuality theory relates to the topic.
- Share a study related to the topic including:
 - Research questions.
 - Research method.
 - Results.
 - Limitations.
 - Real-world application of the study.

Option 2: What Interested You?

Choose something from the studies that interested you this week. Then:

- Share a link to a website, journal article, podcast, Ted Talks, or other media source on the topic you selected.
 - Cite the source in APA style.
- Summarize the content of the source briefly.
- Discuss how concepts from this week's readings were captured in this source.
- Describe at least one real-world application based on the source.

Response Guidelines

Respond to the posts of at least two other learners. Responses should be thoughtful and respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources and professional literature into your discussion as appropriate. Cite your sources using APA style.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u05a1 - Contemporary Issues Presentation

Overview

Issues related to sex and sexuality are in the news every day and often touch our lives. Issues such as the easy availability of online pornography, sex trafficking, the rise of sexually transmitted diseases in teens, and the availability of abortion services in some states are just a few. For this final assignment, you will develop a presentation on a contemporary issue in human sexuality that could ultimately be used in multiple settings including secondary schools, colleges or universities, community-based organizations, nonprofit organizations, mental health care facilities, hospitals or clinics, and businesses.

Preparation

Complete the following if you have not already:

- Choose a topic related to a contemporary issue you would like to use for this assignment.
 - Popular culture, media, and music.
 - Sex for sale.
 - Sexual coercion.
 - Pornography.
 - Medical interventions for male sexual disorders.
 - Sexually transmitted infections.
 - HIV/AIDS.
 - The limited understanding of female sexuality.
 - Birth control and abortion.
 - Surrogacy.
 - Sexual disorders and sex therapy.
 - Variations in sexual behavior.
- Determine the target audience for your presentation and the setting in which it would be given.
- Use the Capella library to find one research study that is relevant to your issue.
- Use the Internet to find a government website that helps explain or shed light on your issue. Review the [Government Websites for Contemporary Issues \[PDF\]](#) document to help you get started.
- Review Chapter 2 in your course text and choose one theory you can apply to your topic.
- Review the [Contemporary Issues Presentation Template \[PPTX\]](#), which you will use to complete this assignment if you choose to use PowerPoint.

Instructions

Using the course readings, scholarly literature, and other relevant sources, develop a presentation on one of the required topics provided, using PowerPoint, Prezi, or other course-compatible format. The length of your presentation should be a minimum of 16 content slides of bulleted talking points as well as appropriate media, graphic, and charts or tables on select slides. You should not include many sentences and paragraphs as effective presentations only include talking points. **Important:** You must include expanded details that elaborate on the slides using the notes section of the slide presentation. This is where you can use sentences and paragraphs to explain each slide.

Note: If you need help with creating a PowerPoint in either Windows or Mac, visit Tools and Resources page.

Presentation Content

Your presentation should begin with a brief introduction to the topic and a definition or description of key terms that will be used in the presentation. You should then provide a description of the issues associated with the topic. The issues will vary depending on your topic choice. After detailing the key issues, you should select at least one human sexuality theory (from Chapter 2 in your course text or other scholarly sources) that can help explain the

issues. Also, review at least one related study that has been conducted on this topic or a study related to the topic and one government website. Conclude with possible strategies and/or solutions to help combat the issues described.

You should incorporate media, visual aids, charts or tables, and other graphics to enhance your presentation. You may be able to find these on a government website. Refer to the Government Websites for Contemporary Issues document for examples. It is also important to support your work with appropriate scholarly literature or other relevant sources. Both in-text references (on the slides) and a reference list are required.

The following guide can may be used to organize your presentation:

- Slide 1: Title. (APA style.)
- Slide 2: Presentation Overview/Outline.
- Slide 3: Introduction to the Topic.
- Slide 4: Definitions and Terms.
- Slides 5–8: Issues Associated With the Topic.
- Slides 9–10: Human Sexuality Theory Associated With the Topic.
- Slides 11–12: Associated Research. (At least one study.)
- Slides 13–14: Strategies/Solutions.
- Slide 15: Conclusion.
- Slide 16: References.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** References and citations should be formatted according to current [APA Style and Format](#) guidelines.
- **Number of Resources:** A minimum of two scholarly resources and one professional resource.
- **Length:** A minimum of 16 slides.
- **Font and font size:** Times New Roman, 12 point.
- **Template:** Use the [Contemporary Issues Presentation Template \[PPTX\]](#) to complete the assignment, if you choose to use PowerPoint.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Apply basic psychological terminology and concepts related to human sexuality.
 - Describe the topic chosen.
 - Define key terms related to the topic chosen.
 - Describe the issues associated with the topic.
- Competency 2: Apply basic psychological theories to topics in human sexuality.
 - Apply a psychological theory to the issues identified.
- Competency 3: Apply basic scientific and research concepts and findings related to human sexuality.
 - Explain how research has addressed the issues.
 - Develop strategies to combat the issues.
- Competency 4: Write using a clear purpose, organization, tone, and sentence structure.
 - Communicate clearly with appropriate purpose, organization, tone, and sentence structure.
 - Cite sources using author and year, and provide some reference information required in APA style.

Review the Contemporary Issues Presentation Scoring Guide for details on how your paper will be graded.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.