

ATHLETE SEXUAL HEALTH AND WELLNESS

UF

SPM 6905 / SECTIONS 20816, 20827 / SUMMER A 2024

SPM 6905 Athlete Sexual Health and Wellness introduces students to key concepts of sexual health within sport as it relates to the holistic wellbeing of athletes across all ages and levels of athletic participation. Athlete Sexual Health and Wellness addresses critical topics such as sexual agency, sexual misconduct, organizational policy, and education for athletes, coaches, and Athlete Development Specialists. Students will explore the ways in which these topics directly impact athlete health and performance outcomes and their role in ensuring sexual health is made a priority in sporting environments. Assignments are designed to allow for open discussion with peers, and students are expected to critically apply knowledge to practical situations which are presented to them. This is an introductory course to sexual health as a new sub-field of Athlete Development, and successful completion will require students to be engaged with the material throughout the duration of the course.

COURSE OBJECTIVES

Upon completion of this course students are expected to successfully:

- Analyze basic principles of sexual health and wellness
- Evaluate key concepts to use in athlete development educational programs
- Assess the impact of sexual wellness on physical, mental, and lifestyle health
- Examine the key curriculum criteria for differing age groups
- Analyze the differences in key curriculum criteria between athletes, coaches, and healthcare providers
- Differentiate and categorize the types of sexual healthcare resources organizations should make available to athletes

COURSE DETAILS

Credits: 3

Textbook: None

INSTRUCTOR

Saga S Shermis, M.S., ADS

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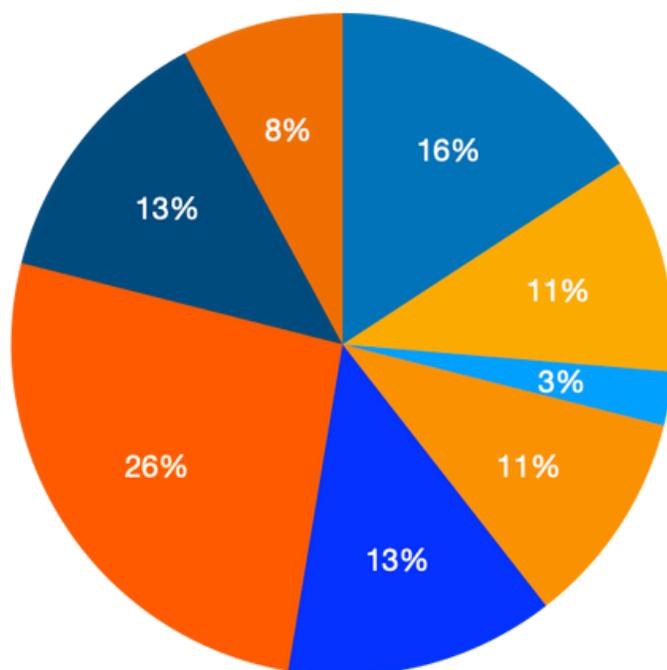
Mobile: 650.575.9968 (call / text / WhatsApp)

COURSE REQUIREMENTS

ASSIGNMENT(S)	TOTAL POINTS	% OF GRADE
DISCUSSION BOARDS	60 POINTS	16%
QUIZZES & SURVEYS	50 POINTS	14%
FREE RESPONSE ASSIGNMENTS	40 POINTS	11%
INDIVIDUAL PRESENTATION	50 POINTS	13%
COLLABORATIVE CASE STUDY	100 POINTS	26%
YELLOWDIG	50 POINTS	13%
PRACTICALS	30 POINTS	8%
TOTAL	380 POINTS	100%

GRADING STANDARDS

LETTER GRADE	PERCENTAGE
A	100 - 93
A-	92.99 - 90
B+	89.99 - 87
B	86.99 - 83
B-	82.99 - 80
B-	82.99 - 80
C+	79.99 - 77
C(S)	76.99 - 73
C-(U)	72.99 - 70
D+	69.99 - 67
D	66.99 - 63
D-	62.99 - 60
E	59.99 - 0



DISCUSSION BOARDS	QUIZZES
FREE RESPONSES	YELLOWDIG
PRESENTATION	CASE STUDY
PRACTICALS	SURVEYS

See current UF Grading Policies for further details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE SCHEDULE

WEEK	DATES	MODULE & TOPIC	ASSIGNMENTS	DUE DATES
1	13 May - 19 May	Module 1: Introduction to Athlete Sexual Health and Wellness	<ul style="list-style-type: none"> Syllabus Quiz Student Introduction Video Peer Responses Welcome Survey Yellowdig Setup 	<ul style="list-style-type: none"> Sun, 19 May Fri, 17 May Sun, 19 May Sun, 19 May Sun, 19 May
	13 May - 19 May	Module 2: Consent	<ul style="list-style-type: none"> Quiz Discussion Board Peer Responses 	<ul style="list-style-type: none"> Sun, 19 May Fri, 17 May Sun, 19 May
2	20 May - 26 May	Module 3: Sexual Agency	<ul style="list-style-type: none"> Quiz Yellowdig Activity Practicals 	<ul style="list-style-type: none"> Sun, 26 May Sun, 26 May Sun, 26 May
	20 May - 26 May	Module 4: Sexuality and Gender in Sport	<ul style="list-style-type: none"> Quiz Discussion Board Peer Responses 	<ul style="list-style-type: none"> Sun, 26 May Fri, 24 May Sun, 26 May
Projects / Semester-Long Assignments in Week 2:			<ul style="list-style-type: none"> Case Study Part #1 	<ul style="list-style-type: none"> Sun, 26 May
3	27 May - 2 June	Module 5: Coach-Athlete Sexual Relationships	<ul style="list-style-type: none"> Quiz Discussion Board Peer Responses 	<ul style="list-style-type: none"> Sun, 2 June Fri, 31 May Sun, 2 June
	27 May - 2 June	Module 6: Sexual Misconduct	<ul style="list-style-type: none"> Quiz Yellowdig Activity Peer Responses 	<ul style="list-style-type: none"> Sun, 2 June Fri, 31 May Sun, 2 June
Projects / Semester-Long Assignments in Week 3:			<ul style="list-style-type: none"> Case Study Part #2 Free Response #1 Presentation Topic Selection 	<ul style="list-style-type: none"> Sun, 2 June



COURSE SCHEDULE, CONTINUED

WEEK	DATES	MODULE & TOPIC	ASSIGNMENTS	DUE DATES
4	3 June - 9 June	Module 7: Prevention and Response	<ul style="list-style-type: none"> • Quiz • Yellowdig Activity • Practicals 	<ul style="list-style-type: none"> • Sun, 9 June • Sun, 9 June • Sun, 7 June
	3 June - 9 June	Module 8: Essential Healthcare Services	<ul style="list-style-type: none"> • Quiz • Discussion Board • Peer Responses 	<ul style="list-style-type: none"> • Sun, 9 June • Fri, 7 June • Sun, 9 June
Projects / Semester-Long Assignments in Week 4:			<ul style="list-style-type: none"> • Case Study Part #3 	<ul style="list-style-type: none"> • Sun, 9 June
5	10 June - 16 June	Module 9: Organizational Policy Development	<ul style="list-style-type: none"> • Quiz • Discussion Board • Peer Responses • Practicals 	<ul style="list-style-type: none"> • Sun, 16 June • Fri, 14 June • Sun, 16 June • Sun, 16 June
	10 June - 16 June	Module 10: Sexual Health Education	<ul style="list-style-type: none"> • Quiz • Yellowdig Activity 	<ul style="list-style-type: none"> • Sun, 16 June • Sun, 16 June
Projects / Semester-Long Assignments in Week 5:			<ul style="list-style-type: none"> • Case Study Part #4 • Free Response #2 	<ul style="list-style-type: none"> • Sun, 16 June
6	17 June - 21 June	Student Presentations & Collaborative Case Study	<ul style="list-style-type: none"> • Individual Presentation • Discussion Board & Questions to Peers • Response to Peer Questions • Case Study Final Submission • Case Study Peer Review • End of Semester Survey 	<ul style="list-style-type: none"> • Wed, 19 June • Thur, 20 June • Fri, 21 June • Wed, 19 June • Fri, 21 June • Fri, 21 June

COURSE REQUIREMENTS

The assignments will be used to assess the student's academic standing in this course. Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that particular assignment. Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting assignments is at the discretion of the instructor.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

DISCUSSION BOARDS

16% of Total Grade (50 Points Total)
5 Discussion Boards X 10 Points Each

Due Dates:

- **Initial post due on Fridays**
- **Peer responses due on Sundays**

Discussion Boards for each module provide the students an opportunity to reflect on key topics discussed in the readings and lectures, as well as allow for communication between students. The goal of Discussion Boards is to encourage the exchange of ideas and open, honest discussions about potentially sensitive topics.

QUIZZES

14% of Total Grade (50 Points Total)
9 Quizzes X 5 Points Each + 2 5-Point Surveys
Lowest Quiz Score Dropped

Due Dates:

- **Sundays**

Students will be assessed with a quiz on their understanding of topics discussed during lectures and readings. The goal of this assignment is to test a student's knowledge of key concepts.

FREE RESPONSE ASSIGNMENTS

11% of Total Grade (40 Points Total)
2 Free Responses X 20 Points Each

Due Dates:

- **Sundays of the week they are assigned**

These assignments are designed to give students more freedom in critically addressing sexual health and wellness topics. The goal of these assignments are for students to assess and discuss topics from their own perspective, while also addressing the role an Athlete Development Specialist may have in educating athletes, coaches, and institutions, as well as fostering a safe and healthy environment.

PRACTICALS

8% of Total Grade (30 Points Total)
3 Practicals X 3 Points Each

Due Dates:

- **Sundays**

Students will complete existing programming used in the sports industry to compliment the material in this course and gain an understanding of current educational tools in place.

SEXUAL HEALTH AND WELLNESS PRESENTATION

13% of Total Grade (50 Points Total)

Presentation - 40 Points

Discussion Board Post + 2 Peer

Questions + Peer Responses - 10 Points

Due Dates:

- **Presentation due Wednesday, 21 June**
- **Initial Discussion Board Post + 2 Peer Questions due Thursday, 22 June**
- **Peer Responses due Friday, 23 June**

Students will create a video presentation on a self-selected and approved topic as it relates to sexual health and wellness within sport. The presentation must define basic terminology and key concepts central to this topic, as well as identify how the chosen topic relates to key concepts discussed throughout this course. Students will be expected to provide practical examples and implications with regard to sexual health and wellness education in the sporting environment and the use of this material in the role of an Athlete Development Specialist.

Students will be asked to share their presentation with classmates in a Discussion Board format.

Students will have the opportunity to view their peers' presentations and ask questions.

Students must respond to the questions posed to their presentation, as well as pose questions themselves, for full credit.

COLLABORATIVE CASE STUDY

26% of Total Grade (100 Points Total)

Written Case Study - 60 Points (15 Points per Section)

Group Presentation - 20 Points

Workload Distribution - 20 Points

Due Dates:

- **Individual components will be assigned weekly**
- **All components are due on Wednesday, 21 June**
- **Workload Distribution Summary due Wednesday, 21 June**

Students will be placed in groups to complete a collaborative case study that addresses a member of the athletic community who is struggling with an issue relating to sexual health and wellness. Groups will put together an "action plan" which addresses the overarching topic the case subject is struggling with, an overview of key stakeholders who are involved in the issue, and the role of the Athlete Development Specialist in addressing the case. Individual components of the case study will be assigned throughout the semester to provide groups with ample time to work on their case study before all written components and a video presentation will be submitted together at the end of the semester. In order to reflect group members who contribute more to the project than others, all members of the group will be asked to submit a summary of workload distribution which will influence individual grades on top of the group grade received.

YELLOWDIG

13% of Total Grade (50 Points Total)

Variety of activities count towards point total

Due Dates:

- **Prompted responses are due on Sundays of the week they are assigned**

Students participate in a variety of Yellowdig activities, ranging from commenting on videos, answering prompts, creating their own content, and participating in polls. Assigned prompts will account for the bulk of point earning and responses must be submitted under the original thread for credit. If students wish to create their own prompts or share articles, these must align with the current week's topics to receive credit. Students must actively engage in Yellowdig for the entirety of the semester to receive the maximum number of points possible.

COURSE POLICIES AND INFORMATION

Students should be aware that online learning is different than a traditional classroom experience and can present unique challenges, particularly to individuals who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class at a set time and day, the online setting gives students the opportunity to tailor class to their particular learning style. You should note, however, that this course is not completely self-paced. As listed on the class calendar, there are select times during which units and course materials will be available and are due. You can view each unit's lectures at any time during the dates in which that specific unit is open. Please note that all quizzes, exams, assignments, discussion posts, etc. must be completed and submitted by the due date listed on the syllabus. Quizzes and exams will only be available to you on the date(s) and time(s) listed on the syllabus.

Since we will not have in-class meeting times for me to remind you of critical dates, it is essential to familiarize yourself with the course schedule, deadlines, and due dates.

MAKE-UP POLICY

My goal is that students learn as much as possible from this course and can participate in course assignments and materials as much as possible. I understand that sometimes life gets in the way, so if personal circumstances arise that may interfere with your ability to meet a deadline, please let me know as soon as possible before the due date so that we can identify a solution to allow you the opportunity to maximize your participation as much as possible while maintaining fairness to classmates. As such, partial credit will be given to late assignments at the instructors discretion. If students are unclear about assignment due dates or what is expected of them, it is their responsibility to contact the instructor for further clarification.

Requirements for make-up exams, assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

COMMUNICATION AND QUESTIONS

Students are responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence. Email use does not relieve students from the responsibility of confirming the communication with the instructor. You may email me through the course site or my personal UF email, saga.shermis@ufl.edu. For more urgent questions/concerns, please feel free to contact me via mobile +1 650.575.9968. I will do my best to respond to all communication within 24 hours.

All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc., and communicate in a professional manner.



UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource (DSR) Center (352-392-8565; <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. You must submit this documentation to your instructor prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the DSR office as soon as possible in the term for which they are seeking accommodations.

HONOR CODE POLICY

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

The following pledge will be either required or implied on all work:

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

It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty. University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

ACADEMIC INTEGRITY

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and the matter will be forwarded to the UF Office Student Affairs and the Dean of Students.

GRADE APPEAL POLICY

Should you want to contest a grade, you will have up to three (3) days after a grade has been posted to contact me and discuss your issue; after which the grade is final. Grades are based on a point scale and will not be rounded.

COURSE EVALUATION PROCESS

Students are expected to provide professional and professional feedback on the quality of instruction in this course by completing course evaluations. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in the Canvas menu under GatorEvals, or via ufl.bluera.com/ufl/

Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

GETTING HELP

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and, therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning. The following links provide support services for students:

ONLINE COMPUTING HELP DESK / E-LEARNING SUPPORT SERVICES

The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.

For issues with technical difficulties in E-learning, please contact the UF Help Desk:

helpdesk@ufl.edu

(352) 392-4357

<https://elearning.ufl.edu/student-help-faqs/>

Other resources are available at: <https://distance.ufl.edu/getting-help/>

ONLINE LIBRARY HELP DESK

The help desk is available to assist students with access to all of the UF Libraries resources.

DISABILITIES RESOURCE CENTER

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. If you have a physical, learning, sensory or psychological disability, please visit our Disabilities Resource Center.

U MATTER, WE CARE

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

CAMPUS RESOURCES

- **Counseling and Wellness Center:** Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- **University Police Department:** Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center
- **Student Health Care Center - Sexual Health Services:** <https://shcc.ufl.edu/services/primary-care/sexual-health/>
- **Health Promotion Services:** <https://gatorwell.ufsa.ufl.edu/health-topic/sexual-health/>

COPYRIGHT STATEMENT

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes.

Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

Disclaimer: This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, will be communicated clearly, are not unusual, and should be expected.

