

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 2/21/2014

1b. Department/Division: Kinesiology - Health Promotion

1c. Contact Person

Name: Kristen Mark

Email: kristen.mark@uky.edu

Phone: 859-257-8935

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Spring 2015

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: KHP 678

2c. Full Title: Sexual Health Promotion Seminar

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

SEMINAR: 2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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2j. Course Description for Bulletin: This course is an intensive seminar on contemporary sexual health issues. Research, theoretical, and substantive issues relevant to studying sexual health will be covered. Students will critically evaluate sexual health education programs in school and community settings, sexuality research, develop depth and breadth of understanding key issues in sexual health promotion, and learn the various forms of inquiry used in the study of human sexuality.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: This course will be offered every-other year in order to provide additional elective opportunities for our graduate students.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MNOLA01|Melody P Noland|KHP 678 NEW Dept Review|20131109

SIGNATURE|MYRT|Martha L Geoghegan|KHP 678 NEW College Review|20140203

SIGNATURE|ZNNIKO0|Roshan N Nikou|KHP 678 NEW Graduate Council Review|20140221

Courses | **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

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Attachments:

Upload File

	ID	Attachment
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1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input type="checkbox"/> 1 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> 2 Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is an intensive seminar on contemporary sexual health issues. Research, theoretical, and substantive issues relevant to studying sexual health will be covered. Students will critically evaluate sexual health education programs in school and community settings, sexuality research, develop depth and breadth of understanding key issues in sexual health promotion, and learn the various forms of inquiry used in the study of human sexuality.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: This course will be offered every-other year in order to provide additional elective opp

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

KHP 678: SEXUAL HEALTH PROMOTION SEMINAR

Department of Kinesiology & Health Promotion University of Kentucky
TBD

Professor: Kristen Mark, PhD, MPH
Office: 122 Seaton Building
Telephone: 257-8935
Email: kristen.mark@uky.edu
Office Hours: TBD
Class Meeting: TBD

COURSE DESCRIPTION

This course is an intensive seminar on contemporary sexual health issues. Research, theoretical, and substantive issues relevant to studying sexual health will be covered. Students will critically evaluate sexual health education programs in school and community settings, sexuality research, develop depth and breadth of understanding key issues in sexual health promotion, and learn the various forms of inquiry used in the study of human sexuality.

This course reinforces the College of Education's Conceptual Framework of, "*research and reflection for learning and leading*".

- **Research** serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- **Reflection** is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- **Leading** is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- **Learning** must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

COURSE OBJECTIVES

This course is taught from a **learner-centered** perspective, which emphasizes the exploration of meaning and content knowledge through personal and interpersonal discovery. Throughout the semester in KHP 678, it is hope that students will:

1. Develop an appropriate depth and breadth of understanding of key issues in human sexuality throughout the lifespan, recognizing the implications of course content and putting it into a broader context;
2. Develop skills in personal attitude recognition; become aware of personal values, biases, and beliefs regarding sexual issues;
3. Develop moral maturity related to sexual issues; specifically, understanding that aspects of human sexuality can be considered and evaluated in many ways. It is hoped that students will become more aware and accepting of the lifestyles and sexual value systems of others, especially those which are divergent from their own;
4. Develop independence of thought, and the ability to challenge accepted truths about human sexuality and think critically about sexuality as it appears in research and the media;
5. Understand the various forms of inquiry used in the study of human sexuality, and be able to assess the strengths and limitations as well as the cultural and historical impact of these forms;
6. Acquire literacy and numeracy skills related to human sexuality; specifically, be able to analyze and synthesize hypotheses about sexuality and comprehend the use of quantitative data to test such hypotheses;
7. Improve communication skills and increase comfort with communication about sexual issues and behavior;
8. Develop a love of learning, or intellectual curiosity, regarding human sexuality, by becoming engaged with course content, and reflecting on the values you hold related to sexuality

Brief Course Outline

Personal attitude and bias recognition
Sexual science research methods
Theory for sexual science
Sex education
Sexual satisfaction and pleasure
Sexual function and dysfunction
Sex work
Relationship dynamics and communication/negotiation with partners
Sex in the media
Pornography and erotica

Readings

A textbook is not required. A sample reading list is provided at the end of the syllabus.

COURSE POLICIES

Attendance/Participation

Quality, quantity, and originality of contributions during class will be taken into account. Students will facilitate 2 or 3 articles during the semester. It is expected that students will arrive to class on time and stay for the full duration of the class every week. There are some class activities and content that will be difficult to make up should you miss class. Excused absences, as defined by S.R.5.2.4.2., are as follows:

1. Serious illness
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be "reasonable cause for nonattendance"

Documentation must be provided for any of the excused absences listed above and the student is responsible to inform the professor of the absence preferably in advance, but no later than one week after the incident. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu).

Excessive Absences: According to the Rules of the University Senate, as defined by S.R.5.2.4.2, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. The student has the right to petition for a "W", and the faculty member may require the student to petition for a "W" or take an "I" in the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

For UK's full policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>). It is your responsibility to understand that missing class will be reflected in your attendance and participation points. By missing class you are missing an opportunity to learn.

Communication Etiquette

When sending an email to the professor, please use professional email manners such as addressing the email, signing your complete name, and checking for spelling/grammatical errors. It is a good habit to practice professional email etiquette with all of your professors and community contacts. Professionalism in emails also includes the content – emails that resemble abbreviated text messages are not appropriate, and will likely not receive a response from the professor.

Expected Effort

Graduate work expectations per credit hour assume a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. So, a three-credit course such as this one assumes that you will work an average of nine hours per week including about 2.5 hours spent on lectures, and 6.5 hours in outside study. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

Technology

Blackboard will be used throughout this course and all readings, assignment instructions, and grades will be posted to Blackboard. Therefore, you MUST have access to a computer to partake in this course and need to check Blackboard for this course on a regular basis.

Cell Phones & Laptops

Be respectful of the professor and others in the classroom when using laptops, cell phones, or tablets. Use should be reserved for class purposes only.

Late Assignments

For work that is turned in after the due date, 10% will be deducted each day it is late from the final grade. All missed work must be completed within one week from the original due date or it will not be accepted.

Emailed Assignments

Emailed assignments will not be accepted unless specified in the assignment guidelines. Students must submit a hard copy of their assignment the day it is due. Until the instructor receives the hard copy, the assignment will be considered late. See late policy above.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see the professor as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

VALUES AND GUIDELINES FOR SEXUALITY EDUCATION

- Sexuality is a natural and healthy part of living.
- All persons are sexual.
- Sexuality includes physical, ethical, social, spiritual, psychological and emotional dimensions.
- Every person has dignity and self-worth.
- Young people should view themselves as unique and worthwhile individuals within the context of their cultural heritage.

- Individuals express their sexuality in varied ways.
- Parents should be the primary sexuality educators of their children.
- Families provide children's first sexuality education.
- Families share their values about sexuality with their children.
- In a pluralistic society, people should respect and accept the diversity of values and beliefs about sexuality that exist in a community.
- Sexual relationship should never be exploitive or coercive.
- All children should be loved and cared for.
- All sexual decisions have effects or consequences.
- All persons have the right and the obligation to make responsible sexual choices.
- Individuals, families, and society benefit when children are able to discuss sexuality with their parents and/or trusted adults.
- Young people develop their values about sexuality as part of becoming adults.
- Young people explore their sexuality as a natural process of achieving sexual maturity.
- Young people who are involved in sexual relationships need access to information about health care services.

GRADING POLICY, EVALUATION, & ASSIGNMENTS

Grading

The 1-Week Rule: Any inquiry or dispute over grading must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

Evaluation

There are two potential evaluation plans for this course. There is an optional practical application component to this course that allows students to place less weight on the research paper.

Evaluation Plan 1

50% Research Paper
 30% Research Presentation
 20% Article Facilitation/Participation

Evaluation Plan 2

45% Research Paper
 30% Research Presentation
 20% Article Facilitation/Participation
 5% Practical Applications

Research Paper

The paper will consist of an in-depth review of a specific topic that is chosen by the student based upon their area of interest. It should integrate relevant literature pertaining to a selected topic in sexual health promotion. The paper should have some discussion of methodological issues, in addition to substantive issues. It will be evaluated on the basis of organization and integration of research material, accuracy and analysis of literature review, originality of thought, and style of writing.

The paper should be 10 to 15 pages, double-spaced. It should follow the guidelines of APA. Students are strongly encouraged to purchase a copy of the APA style guidelines. A one-page

typed proposal for the paper which specifies the topic and key issues, indicates the outline, and includes a partial bibliography is due on February 26. Feedback will be provided on this proposal. The paper is due on April 2.

The topic chosen should be *specifically focused on sexuality* as opposed to the more general topic of gender or social relationships.

Research Presentation

Each student will be asked to present on their research paper. There is up to 45 minutes allocated for each presentation including discussion. Presentations will be evaluated in terms of comprehensiveness of topic coverage, highlighting of important issues, and facilitation of discussion. You are encouraged to use powerpoint, short video clips, other media, or group activities to compliment your presentation.

You are free to assign one article to the class to read in preparation for your presentation. If you choose to do this, please email a PDF to the professor one week before the presentation.

Article Facilitation/Participation

Quality, quantity, and originality of contributions will be taken into account. Students will facilitate 2 or 3 articles during the semester.

Optional Practical Applications

If students choose, they may select one of the following activities to complete and share with the class. Practical application presentations will be no longer than 10 minutes, including discussion time. Student will notify the instructor that they plan to present a Practical Application the week prior to their preferred presentation date. All Practical Applications must be completed before the Research Presentations commence on April 9. No more than 2 Practical Applications can be presented in a class period, presentation slots will be allotted on a first-come, first-serve basis.

- Read a "self-help" or "how-to" book on a sexuality topic and share your thoughts about it with the class
- Bring in an article from a current newspaper, magazine or website related to the topic of sexuality and discuss how it links with course content
- Analyze an excerpt from a current television show or popular music for their treatment of human sexuality
- Write a letter to a legislator, advertiser, etc. about an issue you feel strongly about related to sexuality
- Attend a talk related to human sexuality (on- or off-campus, conference, etc.); summarize key presentation points and issues

Learning Outcomes Related to Assignments

Learning Outcome	Assignment
Develop an appropriate depth and breadth of understanding of key issues in human sexuality throughout the lifespan, recognizing the implications of course content and putting it into a broader context;	Participation Article Facilitation
Develop skills in personal attitude recognition; become aware of personal values, biases, and beliefs regarding sexual issues;	Participation
Develop moral maturity related to sexual issues; specifically, understanding that aspects of human sexuality can be considered and evaluated in many ways. It is hoped that students will become more aware and accepting of the lifestyles and sexual value systems of others, especially those which are divergent from their own;	Participation Article Facilitation Research Presentation Research Paper
Develop independence of thought, and the ability to challenge accepted truths about human sexuality and think critically about sexuality as it appears in research and the media;	Participation Article Facilitation Research Presentation Research Paper
Understand the various forms of inquiry used in the study of human sexuality, and be able to assess the strengths and limitations as well as the cultural and historical impact of these forms;	Participation Article Facilitation Research Presentation Research Paper
Acquire literacy and numeracy skills related to human sexuality; specifically, be able to analyze and synthesize hypotheses about sexuality and comprehend the use of quantitative data to test such hypotheses;	Participation Article Facilitation Research Presentation Research Paper
Improve communication skills and increase comfort with communication about sexual issues and behavior;	Participation Article Facilitation Research Presentation Research Paper
Develop a love of learning, or intellectual curiosity, regarding human sexuality, by becoming engaged with course content, and reflecting on the values you hold related to sexuality.	Participation Article Facilitation Research Presentation Research Paper

COURSE SCHEDULE

Week	Date	Topic	Notes
1	1/15	Personal attitude and bias recognition	
2	1/22	Sexual science research methods	
3	1/29	Theory for sexual science	
4	2/5	Sex education	
5	2/12	Sexual satisfaction and pleasure	
6	2/19	Medicalization	

7	2/26	Sexual function and dysfunction	Research Paper Proposal Due
8	3/5	Sex work	
9	3/12		No Class – Spring Break
10	3/19	Sexual orientation	
11	3/26	Pornography and erotica	
12	4/2	Relationship dynamics and communication	Research Paper Due
13	4/9	Student Presentations	
14	4/16	Student Presentations	
15	4/23	Student Presentations	

SAMPLE READING LIST

This list is expected to change over time to keep up with the most recent research.

- Fisher, T.D. (2007). Sex of experimenter and social norm effects on reports of sexual behavior in young men and women. *Archives of Sexual Behavior*, 36, 89-100.
- Mustanski, B.S. (2001). Getting wired: Exploiting the Internet for the collection of valid sexuality data. *The Journal of Sex Research*, 38, 292-301.
- deJong, M.G., Pieters, R., & Stremersch, S. (2012). Analysis of sensitive questions across cultures: An application of multigroup item randomized response theory to sexual attitudes and behavior. *Journal of Personality and Social Psychology*, 103(3), 543-564.
- Puts, D.A., Dawood, K., & Welling, L.L.M. Why women have orgasms: An evolutionary analysis. *Archives of Sexual Behavior*, 41, 1127-1143.
- Sprecher, S. (1998). Social exchange theories and sexuality. *The Journal of Sex Research*, 35, 32-43.
- Meston, C.M., & Buss, D.M. (2007). Why humans have sex. *Archives of Sexual Behavior*, 36, 477-507.
- Fisher, C., Herbenick, D., Reece, M., Dodge, B., Satinsky, S., & Fischtein, D. (2010). Exploring sexuality education opportunities at in-home sex toy parties in the United States. *Sex Education*, 10, 131-144.
- Mueller, T.E., Gavin, L.E., & Kulkarni, A. (2008). The association between sex education and youth's engagement in sexual intercourse, age at first intercourse, and birth control use at first sex. *Journal of Adolescent Health*, 42, 89-96.
- Lindberg, L.D., & Maddow-Zimet, I. (2012). Consequences of sex education on teen and young adult sexual behaviors and outcomes. *Journal of Adolescent Health*, 51, 332-338.
- Higgins, J.A., Mullinax, M., Trussell, J., Davidson, J.K., & Moore, N.B. (2011). Sexual satisfaction and sexual health among university students in the United States. *American Journal of Public Health*, 101(9), 1643-1654.
- Heiman, J.R., Long, J.S., Smith, S.N., Fisher, W.A., Sand, M.S., & Rosen, R.C. (2011). Sexual satisfaction and relationship happiness in midlife and older couples in five countries. *Archives of Sexual Behavior*, 40, 741-753.
- Carballo-Diequez, A., Ventuneac, A., Dowsett, G.W., Balan, I., Bauermeister, J., Remien, R.H., Dolezal, C., Giguere, R., & Mabragna, M. (2011). Sexual pleasure and intimacy among men who engage in "bareback sex". *AIDS Behavior*, 15, S57-S65.

- Armstrong, E.A., England, P., & Fogarty, A.C.K. (2012). Accounting for women's orgasm and sexual enjoyment in college hookups and relationships. *American Sociological Review*, 77(3), 435-462.
- Cacchioni, T., & Tiefer, L. (2012). Why medicalization? Introduction to the special issue on the medicalization of sex. *The Journal of Sex Research*, 49(4), 307-310.*
- Tiefer, L. (2010). Beyond the medical model of women's sexual problems: A campaign to resist the promotion of 'female sexual dysfunction'. *Sexual and Relationship Therapy*, 17(2), 127-135.
- Moynihan, R. (2003). The making of a disease: Female sexual dysfunction. *British Medical Journal*, 326, 45-47.
- Milbury, K., Cohen, L., Jenkins, R., Skibber, J.M., & Schover, L.R. (2012). The association between psychosocial and medical factors with long-term sexual dysfunction after treatment for colorectal cancer. *Support Care Cancer*, DOI: 10.1007/s00520-012-1582-9.
- McCabe, M., Althof, S.E., Assalian, P., Cheevret-Measson, M., Leiblum, S.R., Simonelli, C., & Wylie, K. (2010). Psychological and interpersonal dimensions of sexual function and dysfunction. *Journal of Sexual Medicine*, 7(1), 327-336.
- Mark, K.P., & Murray, S. (2012). Gender differences in desire discrepancy as a predictor of sexual and relationship satisfaction in a college sample of heterosexual romantic relationships. *Journal of Sex & Marital Therapy*, 38, 198-215.
- Weitzer, R. (2009). Sociology of sex work. *Annual Review of Sociology*, 35, 213-234.
- AASECT (2013). Sexual surrogacy revisited. *Contemporary Sexuality*, 47(1), 1-6.
- Deering, K.N., Chettiar, J., Chan, K., Taylor, M., Montaner, J.S.G., & Shannon, K. (2012). Sex work and the public health impacts of the 2010 Olympic games. *Sexually Transmitted Infections*, 1-3.
- Crane, P.A., & Moreno, M. (2011). Human trafficking: What is the role of the health care provider? *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 2(1), 1-25.
- Adhikari, H. (2011). When the sex market rejects. *Journal of International Women's Studies*, 12(1), 91-93.
- Diamond, L.M. (2005). *What we got wrong about sexual identity development: Unexpected findings from a longitudinal study of young women*. In A. Omoto & H. Kurtzman (Eds.), *Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people* (pp. 73-94). Washington, D.C.: American Psychological Association Press.
- Brotto, L.A., Knudson, G., Inskip, J., Rhodes, K., & Erskine, Y. (2010). Asexuality: A mixed-methods approach. *Archives of Sexual Behavior*, 39, 599-618.
- Diamond, L.M. (2008). Female bisexuality from adolescence to adulthood: Results from a 10-year longitudinal study. *Developmental Psychology*, 44, 5-14.
- Schrimshaw, E.W., Downing, M.J., & Siegel, K. (2013). Sexual venue selection and strategies for concealment of same-sex behavior among non-disclosing men who have sex with men and women. *Journal of Homosexuality*, 60, 120-145.
- Bridges, A.J., Wosnitzer, R., Scharrer, E., Sun, C., & Liberman, R. (2010). Aggression and sexual behavior in best-selling pornography videos: A content analysis update. *Violence*

Against Women, 16(10), 1065-1085.

- Luder, M., Pittet, I., Berchtold, A., Akre, C., Michaud, P., & Suris, J. (2011). Associations between online pornography and sexual behavior among adolescents: Myth or reality? *Archives of Sexual Behavior*, 40, 1027-1035.
- Staley, C., & Prause, N. (2012). Erotica viewing effects on intimate relationships and self/partner evaluations. *Archives of Sexual Behavior*.
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