

Anthropology (ANT) 2301: Human Sexuality and Culture

Instructor: Christine Le Jeune
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Canvas communications
Office hours will ONLY be held virtually
Make appointments with
Zoom Meeting ID for all Office hours:
<https://ufl.zoom.us/j/93194615274?pwd=TIROZUduV1N6dTQyN0k5cnpjOXNYUT09>

This class is geared to information, not judgement or persuasion. Everyone has some basic knowledge gained from our "informal sex education network". This course provides information that may shed light on 'gaps or errors' in your knowledge base that sometimes may be difficult to digest. The key to this class is to have an open mind.

Teaching Assistants: Preferred contact for TAs through
Canvas communications
Caitlin Field – Discussion groups TBD
Rocio Lopez – Discussion groups TBD
Alisa Luthra – Discussion groups TBD

Course Description: *Fulfills General Education (GenEd) requirement in Diversity (D), as well as Social and Behavioral Sciences (S)* (see the end of the document for GenEd objectives and Student Learning Outcomes). This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is the emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality because it encourages us to examine a wide range of human sexual experiences within and across cultures and over the evolutionary history of our species. We will apply this holistic perspective to the genetic, physiological, psychological, social, cultural, and evolutionary dimensions of human sexuality. Topics will include gender roles and identity, the interplay of behavior and sexual ethics, and biological foundations. This course is appropriate for those seeking an integrative approach to human sexuality.

- **NOTE:** The summer version of this course does **NOT** come with words for UF's Writing requirement.

Required Materials:

1. **Yarber, William L. and Sayad, Barbara W. 2022. *Human Sexuality: Diversity in Contemporary Society*, 11th edition. McGraw-Hill Education. EBOOK FORMAT**
 - **UF All Access Program:** Digital access (Opt-in) e-book
 - Login at <https://bsd.ufl.edu/allaccess> and Opt-In to gain access to the course materials
 1. Materials provided digitally at a reduced price and the charges will post directly to your student account, allowing any available Financial Aid funds to cover the cost of your materials.
 2. This option is only available through the Gator1 portal for the first few weeks of class.
 - *Note: Accommodation may be available on a case-by-case basis to those with financial difficulties - contact the instructor directly*
2. **READING ASSIGNMENTS FOR DISCUSSION BOARD - made available through CANVAS**

**** DISCLAIMER **** - *the book and some readings can be out-of-date regarding correct terms and definitions. Human sexuality is continually evolving and we will try to point out discrepancies between the text and current, more accurate information. Professional writing can still make errors that are not always sensitive to gender and LGBTQ+ identities.*

IMPORTANT NOTICE: *The use of Canvas (eLearning) is essential to student success in the course.* This course is entirely virtual and you are responsible for ensuring that you will have online access to this course throughout its duration. You will watch asynchronous (pre-recorded) lectures with associated quizzes. All assignments are to be submitted through Canvas. Canvas Inbox and communication is preferred.

ANT2301 Summer A 2023 SCHEDULE (Subject to revision)

Module	Topic	Textbook	Assignments
Orientation	Must complete before M1		
Module 1	Introduction, Anthropology, and scientific research	1-2	Intro quiz Lecture quizzes Discussion post
Module 2	Male and female anatomy	3-4	Lecture quizzes Discussion post
Module 3	Gender Identity and Sexual Orientation	5 & various	Lecture quizzes Discussion post
Module 4	Sexual development and arousal EXAM 1	6,7,14	Lecture quizzes Discussion post M1-4 EC Textbook Due
Module 5	Relationships, Pregnancy, and birth	8 and 12	Lecture quizzes Discussion post
Module 6	Contraception and STIs/HIV	11 & 15-16	Lecture quizzes Discussion post
Module 7	Sexual violence	17	Lecture quizzes Discussion post
Module 8	Experiencing pleasure	9 & 10	Lecture quizzes Synthesis Due Discussion post
Module 9	Selling sex & synthesis EXAM 2	18	Lecture quizzes Discussion post M5-9 EC Textbook Due

SUN	MON	TUE	WED	THU	FRI	SAT
MAY 15 Start Orientation	16 Welcome Zoom 1pm	17 Start M1	18	19 M1 Disc. due Intro quiz	20 M1 lecture quizzes due	21
22 Start M2	23 M2 Disc. due	24 M2 lecture quizzes due	25 Start M3	26	27 M3 Disc. due	28
29 M3 lecture quizzes due	30 Memorial Day	31 Start M4	JUNE 1 Zoom 3pm	2 M4 lecture quizzes due M4 Disc. due	3 M1-4 EC Textbook Quizzes due EXAM 1 open	4 EXAM 1 close
5 Start M5	6	7 M5 lecture quizzes due M5 Disc. due	8 Start M6	9	10 M6 Disc. due	11
12 M6 lecture quizzes due	13 Start M7	14 M7 lecture quizzes due M7 Disc. due	15 Start M8	16 Synthesis Due	17 M8 Disc. due	18
19 M8 lecture quizzes due	20 Start M9	21 Zoom 3pm	22 M9 lecture quizzes due M9 Disc. due	23 M5-9 EC Textbook quizzes due EXAM 2 open	24 EXAM 2 close	

Grading:

Letter grades assigned based on total percent of points according to normal grade scale system. A = 93.0 or above; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; E = <59.9 *****grades will not be rounded*****

A minimum grade of C is required for general education credit. See UF's Grading policy:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

- I. 25% Quizzes
 - i. Introduction quiz (5%)
 - ii. Module Lecture Quizzes (20%)
- II. 25% Exams
 - i. Exam 1 (12.5%) & Exam 2 (12.5%)
- III. 20% Public engagement synthesis (30 pts)
- IV. 30% Discussion Board Participation and assignments
 - i. Readings and Discussion board assignments (2pts each)
- V. Extra Credit
 - i. Textbook Chapter quizzes can provide up to 3% EC added to total score
 - **Average score 100-80% = 3% EC, 79-60% = 2% EC, 59-30% = 1% EC, <30% = no extra credit.**
 - ii. Other opportunities may be provided

ASSIGNMENT DESCRIPTIONS

NOTE - All writing should be 12pt font, 1" margins, and double-spaced and follow APA writing style and formatting and submitted in Microsoft .doc format (<https://www.apastyle.org/>).

- I. **Quizzes: Enhances SLOs 1,2,4**
 - There will be an introduction quiz with multiple-choice questions covering material in the syllabus and first lecture on Anthropology.
 - Online Lecture quizzes will be taken after you watch lecture videos.
- II. **Exams: Enhances SLOs 1,2,4**

Two non-cumulative exams will cover material from assigned readings, lectures, guest speakers, and class discussions. The exams equally weighted (12.5% each toward course grade).

 - All exams will be administered on e-Learning. **The exams will be made available for two days, and due by 11:59pm by the scheduled due date listed on the schedule.** The exams will be timed, but you will be able to use notes. You must complete the exam by the end of the open period. This class does NOT use proctoring services such as Honorlock and ProctorU.
 - Exams must be taken at the scheduled time; there will be no makeup exams. Exceptions will be made only in the case of incapacitating illness or other university-approved absence. In such cases, you must provide the instructor with written documentation from an appropriate authority as soon as possible.
 - **DRC (Disability Resource Center) student accommodations should be provided to the instructor by the end of week 2.**
- III. **Public engagement synthesis:** The objective of this exercise is to consider current sexual communication, education, and information. Ultimate questions to consider are: *Where is sexual information coming from, how accurate is the information, and how does it influence people's thoughts and behaviors?* The objective is to consider one realm of sexual discourse that is covered in this course, think and consider what and how people view the topic, and finally come up with an *innovative way (e.g. school activity, flyer, commercial, song, etc.) that could be implemented to aid in the discourse (communication) of this topic in a final synthesis*. This synthesis will be more of a popularized format (rather than scientific) and should be written in a way to get accurate and clear information to the general public. *Note: you do not actually need to make the discourse (such as music video) - but you need to describe it, what info will be used in it and how you will distribute it.* Enhances SLOs 1-4

- i. **Final synthesis (3-5 pages, 30 pts):** Write about your idea and the content of that idea. At least six references need to be cited and referenced. Provide the **details of your idea** and **the major literature to disseminate** to the public and **how you will get this information to the public**, possibly using relevant on-campus resources (i.e. health center or associations/clubs).

- **GOAL:** explain the problem, provide information that would be useful for students to know, and describe the platform in which this information and/or specific resources may be provided to students (video, flyers, vending machines, etc.)
 - a. Explain the problem
 - b. Provide information that would be useful for students to know, and
 - c. **Describe** the platform in which this information and/or specific resources may be provided to students (video, flyers, vending machines, etc.) - How will you do it and what will it look like?
 - d. References cited section (not included in page count) - **must use at least 6 references**
 - 1. Resources can be internet resources (as long as they are **reputable resources** – generally with an author or by a specific organization, such as Planned Parenthood)
 - 2. Peer-reviewed resources are best and can be found using the library's databases

On the due date (or before), you must upload an electronic version of various components (in .doc or .docx format - or ppt/pptx for presentations) to the Canvas course page (<https://elearning.ufl.edu/>), where it will be run through Turnitin. If there is any evidence of plagiarism, you forfeit credit towards the writing requirement, receive a grade of zero for the assignment, and be reported to Student Judicial Affairs.

IV. Discussion: You are required to *participate* in the discussion boards. *Advances SLOs 1, 2, 3, 4*

- i. **Readings and discussion board posts (2pts for each article):** You will have assigned readings or videos for each module (provided for on Canvas). For each reading/video you will answer a preassigned question on the associated Canvas Discussion Board. You should answer the question thoroughly using a minimum of 5 sentences. You must also respond to another student's answer for each of the articles to receive full credit for this exercise.

V. Extra Credit

- Textbook chapter quizzes are online through **McGraw-Hill Connect**. Textbook chapter quizzes from **Modules 1-4 are due by June 2nd 11:59pm**. Textbook chapter quizzes from **Modules 5-9 are due by June 22nd 11:59pm**. You may work on chapter quizzes at any point before they are due. Your scores will be used as an EC percentage to your final grade. **Total scores of 100-80% = 3% EC, 79-60% = 2%EC, 59-30% = 1%EC, <30% = no extra credit.**
- **Other opportunities may be provided**

UF Grading Policies

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U. More information on UF grades and grading policies is available in the [Undergraduate Catalog](#).

Assignments will lose five percentage points for each day they are late (including weekends and holidays). An assignment is considered late if it is not submitted electronically **by 11:59 p.m.** on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent. **No submissions will be accepted after a week from the deadline without arranged accommodation with the instructor.**

- Extensions on assignments will not be scheduled unless demonstrated illness, health, emergency, or major scheduling conflict with proof provided to the Instructor/TA. An email/Canvas conversation, following university procedures, is expected so that arrangements can be made with all parties (instructor, TA, and student) in agreement. It is the student's responsibility to contact the instructor and TA and inform them of the emergency or circumstance. *E-mails/Canvas communications are strongly encouraged. If you need to arrange accommodation from the instructor to submit late work for this class, you are required to submit the necessary written documentation.*
- Any requests for **make-ups due to technical issues** **MUST** be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** message your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

FURTHER INFORMATION ON COURSE

Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Ideally, student accommodation should be communicated to the Instructor before the end of the week 2.**

Online Materials and Communication:

- We will be using **chapter quizzes for the textbook**. This will use the opt-in option through Canvas to use **McGraw-Hill's Connect application** to view and take quizzes from the text.
 - All required online assignments and the interactive eBook for this course are available in **Connect**. To get started, click the first Connect assignment in your Canvas course. (In-print version can be purchased for extra fee within Connect)
 - Sign in or create a new account using access code.
 - In Connect, every question links directly to the eBook. When you are struggling with a question you can go directly to the explanation in the eBook for help. You can access the eBook from any computer or device, any time.
- **You are responsible for materials posted on E-Learning (Canvas)** at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support available at <https://elearning.ufl.edu/student-help-faqs/>.
 - The instructor and the TAs may use email to make general class announcements or to contact you directly about your work. **You are responsible for checking your official UF email regularly** to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.
 - Zoom session attendance – There are 3 scheduled zoom sessions over the term. During these sessions, the instructor will review material, answer questions, and provide tips on assignments. Sessions will be recorded and made available to all who cannot attend.
 - *Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized sharing of recorded materials is prohibited.*

Course Evaluations – GatorEvals

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Student Conduct and Academic Honesty and Integrity

Cheating, copying other's work, plagiarism, and other acts of academic misconduct are unethical. UF and the instructor consider these to be serious offenses.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code". On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

(<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that violate this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Harassment and Discrimination

“Harassment” is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. “Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with the UF Department of Human Resources.

“The University of Florida has zero tolerance for sexual discrimination, sexual harassment, sexual assault, dating violence, domestic abuse or stalking.” <https://titleix.ufl.edu/>

Gender Equity Statement

The University of Florida is committed to providing a safe, productive learning environment free of sex-based discrimination and misconduct. Sex-based discrimination, sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature), and relationship violence are antithetical to the university’s mission and values, violate university policies, and may also violate federal and state law. If you or someone you know has experienced sex-based discrimination, sexual violence, and/or harassment by any member of the university community, please visit www.titleix.ufl.edu to access information about university support and resources. If you would like to make a report please contact UF’s Title IX Coordinator at (352) 275-1242 or by e-mail at inform@titleix.ufl.edu. Additionally, reports can be made through the [Online Portal](#)

Campus Resources

Students experiencing personal problems that are interfering with their academic performance are encouraged to contact Student Affairs, DRC, and/or the Counseling and Wellness Center

- UF Student Affairs: <https://ufsa.ufl.edu/> or <https://care.dso.ufl.edu/>
- Disability Resource Center (DRC): www.dso.ufl.edu/drc/
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
 - ANTHROPOLOGY’S Library Page: <http://guides.uflib.ufl.edu/c.php?g=963561&p=6959964%5C>
 - ANT 2301 Library page: <http://guides.uflib.ufl.edu/anthroUF/ANT2301>
 - Ginessa Mahar (anthropology Librarian): gimahar@ufl.edu, office: Library West rm.500
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers or presentations. <http://writing.ufl.edu/writing-studio/>

General Education Objectives:

(D) In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures

and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society. (S) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course accomplishes the General Education Objectives through:

- Employing the scientific method to research an aspect of human sexuality and relationships in campus life.
- Improving students' critical thinking with regard to sexuality culture and society in the United States and around the world, while also interpreting the social inequalities regarding sex, gender, sexual orientation, sex work, and STIs.
- Analyzing social and cultural influences on the students' individual sexual knowledge and behaviors and those affecting societies, politics, and ethical standards.
- Examining how sexuality ideas have changed through time and biological perspectives on the origins of human behavior related to sexuality.
- Talking frequently about controversial and emotionally charged topics in sexuality allows for students to become comfortable talking about sexuality and examining their own beliefs and assumptions about sexuality.

Student Learning Outcomes (SLOs)

Reflecting the curricular structures of Gen Ed designations, after taking ***Human Sexuality and Culture*** students will be able to:

1. Identify, describe, and explain the key themes, terminology, methodologies, historical processes, and contemporary experiences characterizing diversity as a dynamic concept related to human sexuality and examine the differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content SLOs Gen Ed S and D).
2. Critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups relating to sexualities in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking SLOs D).
3. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions about human sexuality. Assess and analyze ethical perspectives in individual and societal decisions (Critical Thinking SLOs Gen Ed S).
4. Communicate knowledge, thoughts, and reasoning clearly and effectively regarding issues surrounding sexuality (Communication SLOs for Gen Ed S and D).

Go to the section on Assignment Descriptions to see how the above SLOs will be assessed.

SLO Assessments:

- Exams will assess the students' comprehension of the material.
- Textbook chapter quizzes through an online platform will ensure the students keep up with the readings associated with lecture.
- Discussions emphasize student comprehension of material and promote student critical thinking, e.g. setting up a debate on the legalization of prostitution.
 - Students communicate their views as well as views of society and different cultures.
- Discussion readings and videos apply course content to real-life situations and students answer critical thinking questions.
- The Public engagement synthesis enhances student identification of major controversies regarding sexuality, such as STIs, LGBT+, prostitution, sex trafficking, etc. and allows students to discuss and critique major controversies regarding sexuality. Students draw up an innovative method to help the discourse and describe them in a final synthesis for the - for example writing up brochures to hand-out to students.

University of Florida and Surrounding Area Resources:

Also see Campus and Academic Resources above

For STI Testing and Contraception:

- UF Student Health Center: Sexual Health (Free condoms and other supplies)
 - Free HIV testing at GatorWell (352) 273-4450
 - Medical testing for STIs is \$15
 - <https://shcc.ufl.edu/services/primary-care/sexual-health/>
- GYT Clinic: stand-alone clinic (352) 294-7465 - Tests Asymptomatic UF students
 - \$15 lab handling fee
- Planned Parenthood – 914 NW 13th Street 352-377-0881
 - <https://www.plannedparenthood.org/health-center/florida/gainesville/32601/gainesville-health-center-2155-90320>

For LGBT+ and non-gender conforming

Safe Zone: protection of LGBT+

- UF LGBTQ Affairs: <https://lgbtq.multicultural.ufl.edu/>
- UF Pride Student Union <http://plaza.ufl.edu/jsoto19/PSU/contact.html>
 - Facebook page: <https://www.facebook.com/ufpsu/>
- Trevor Project – LGBTQ youth crisis hotline 866-488-7386
 - <https://www.thetrevorproject.org/get-help-now/#sm.0000rz4e8ovbzfboxe32hqp1tpbjh>
- Translifeline: 877-565-8860 (everyday 10am-4am)
<https://www.translifeline.org/>
- Gay, Lesbian, and Straight Education Network (www.glsen.org)



Domestic Violence - Immediate danger - call 911

- National Domestic Violence Hotline at 1-800-799-SAFE (7233) 24/7/365
 - www.thehotline.org OR email: ndvh@ndvh.org
 - Safety plan: https://www.loveisrespect.org/pdf/SafetyPlan_College_Students.pdf
- Intimate Partner Violence Assistance Clinic - 352-273-0805

Sexual Violence (free and confidential)

- UFPD Office of Victim Services - (352) 392-5648, Building 51, Museum Road
- Sexual Trauma/Interpersonal Violence Education (STRIVE) – GatorWell 352-273-4450
- U Matter, We Care - 352-294-2273
- Student Legal Services (Legal Referral Services) - 352-392-5297
- Alachua County Rape Crisis Center (free and confidential) - (352) 264-6760
- National Sexual Assault Hotline at (800) 656-HOPE (4673),
- Rape, Abuse, and Incest National Network (www.rainn.org)

What to do if you suspect you were the victim of rape:

- UFPD Office of Victim Services at (352) 392-5648 or (352) 392-1111 (OR 911)
 - A victim advocate can help you with medical, legal, and counseling services.
- Denial and withdrawal are the first reactions
- DO NOT: take a shower, change clothes, clean the scene, brush teeth, wash hands, or urinate
- DO: REPORT and go to the hospital, ask for rape treatment, seek counseling

Someone you know a victim? Helping someone out:

- *Start by believing, do not judge them.*
- *Give comfort; listen, and provide reassurance and support.*
- *Encourage (but do not force) action*