



COURSE OUTLINE

CYC0350

Prepared: Child and Youth Care Faculty Approved: Martha Irwin, Chair of Community Services and Interdisciplinary Studies

Course Code: Title	CYC0350: HUMAN SEXUALITY								
Program Number: Name	1120: COMMUNITY INTEGRATN								
Department:	C.I.C.E.								
Semester/Term:	18W								
Course Description:	This course explores human sexuality from a variety of perspectives, including physical, emotional, environmental and societal influences. It's purpose is to provide students with the necessary knowledge, skills and attitudes to support children, youth and families in developing and maintaining safe and healthy relationships.								
Total Credits:	3								
Hours/Week:	3								
Total Hours:	45								
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>								
Course Evaluation:	Passing Grade: 50%, D								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>40%</td> </tr> <tr> <td>Skill Development</td> <td>20%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	40%	Skill Development	20%		
Evaluation Type	Evaluation Weight								
Assignments	40%								
Skill Development	20%								



COURSE OUTLINE

CYC0350

Prepared: Child and Youth Care Faculty Approved: Martha Irwin, Chair of Community Services and Interdisciplinary Studies

Books and Required Resources:

Tests	40%
-------	-----

Human Sexuality in a World of Diversity by Rathus, S. A., Nevid, J. S., Fichner-Rathus, L., Herold, E.S.
 Publisher: Pearson Canada Inc. Edition: Custom Edition. Toronto, Canada

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

1. Develop and maintain relationships with children, youth and their families applying principles of relational practice and respecting their unique life space, cultural and human diversity.

Learning Objectives 1.

- a. Discuss the historical basis leading to the development of cultural attitudes, perceptions and values in the area of human sexuality.
- b. Discuss the methodology of and outline the role that research plays in the study of human sexuality.
- c. Discuss with supporting data, acceptable sexual behaviour and the role that context plays in the determination of the acceptable nature of the behaviour.

Course Outcome 2.

2. Analyze and evaluate the impact of the inter-relationship among children, youth and their families and society, identifying the supports and systemic barriers that are experienced by those exploring their sexuality.

Learning Objectives 2.

- a. Explain the role of gender in sexual learning.



COURSE OUTLINE

CYC0350

3

Prepared: Child and Youth Care Faculty Approved: Martha Irwin, Chair of Community Services and Interdisciplinary Studies

- b. Identify the role that family structure and function plays in this area.
- c. Describe the role that the socialization process in general plays in the development of a sexual identity.
- d. Discuss the role of the media that is influential in the development of sex roles.

Course Outcome 3.

3. Design and implement strategies related to healthy psychosexual development of children, youth and their families, that promote client advocacy and community education.

Learning Objectives 3.

- a. Describe the function and role played by each in the human sexual response cycle.
- b. Identify individuals' biases that may contribute to oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- c. Define the issues that may be problematic in providing advocacy and community education.

Course Outcome 4.

4. Apply communication, teamwork and organizational skills to enhance the quality of service in child and youth care practice.

Learning Objectives 4.

- a. Develop and apply organizational and time management skills
- b. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- c. Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language
- d. Explain complex concepts in ways that are understandable for and respectful of diverse



COURSE OUTLINE

CYC0350

Prepared: Child and Youth Care Faculty Approved: Martha Irwin, Chair of Community Services and Interdisciplinary Studies

individuals and groups

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:



COURSE OUTLINE

CYC0350

Prepared: Child and Youth Care Faculty Approved: Martha Irwin, Chair of Community Services and Interdisciplinary Studies

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.