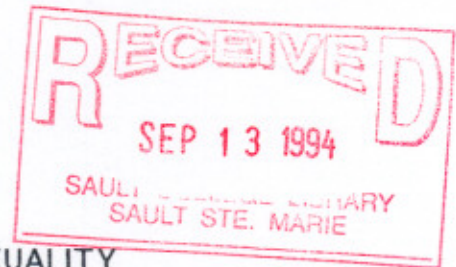


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE



Course Title: COUNSELLING AND HUMAN SEXUALITY

Code No.: CCW 505-3

Program: CHILD AND YOUTH WORKER

Semester: FIVE

Date: SEPTEMBER 1994

Author: MICHAEL MCFARLING

NEW:                           REVISED:   X  

APPROVED: *K. DeRosario*  
K. DeRosario, Dean  
School of Human Sciences and  
Teacher Education

*Sept '94*  
Date

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

**Instructor:** Michael McFarling  
Office E3212  
759-2554, Ext. 549

**PREREQUISITE:** Counselling Skills II  
CCW 409

### **PHILOSOPHY/GOALS**

In general, this course will present the student with an understanding of the development of society's attitude about human sexuality. More specifically, the course will foster an awareness and comprehension of human sexuality through examination of typical and atypical behaviour and attitudes about sexuality. The implications of this in working with disturbed or troubled youth will be a major area of focus.

The principal goal of this course is to present to the student a body of information in the area of human sexuality. In conjunction with this, it is anticipated that the student will explore his/her own "sexual" values and attitudes and reach an understanding of how these influence the helping relationship.

### **STUDENT PERFORMANCE OBJECTIVES**

Upon successful completion of this course the student will be able to:

1. outline basic human anatomy and physiology;
2. discuss issues relative to sex-role learning;
3. define the parameters of unconventional social /sexual behaviour;
4. recognize and formulate methods of dealing with "sexual" behaviour with clients and co-workers;
5. prepare and deliver a focused presentation in the area of human sexuality;
6. analyze and explain current controversial issues in the area of human sexuality.

### **TOPICS TO BE COVERED**

1. Anatomy and Physiology
2. Puberty
3. Pregnancy and Childbirth
4. Gender Identity and Gender Roles
5. Adult Sexual Behaviour and Attitudes
6. Relationships
7. Unconventional Behaviour
8. Sexually Transmitted Diseases
9. Attitudinal Issues

### **LEARNING ACTIVITIES**

1. Discussion of required readings
2. Completion of assignments in study guide
3. Lecture and Overhead
4. Film
5. Student preparation for and presentation of seminar
6. Short quizzes
7. Book reviews

**REQUIRED STUDENT RESOURCES**

- a) King, Bruce M., Camp C.J. Downey A.M. Human Sexuality Today, Prentice Hall 1991
- b) Study Guide Human Sexuality Today

**EVALUATION METHODS**

a)	Book Report	10%
b)	Two tests on material presented & assigned readings	60%
c)	Random Quizzes	10%
d)	Seminar presentation (See attached)	20%
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	Total	100%

**GRADING POLICY**

90 -	100%	=	A+
80 -	89%	=	A
70 -	79%	=	B
60 -	69%	=	C
BELOW	60%	=	R

**SPECIAL NOTE**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

### SEMINAR TOPICS

1. Advances in reproductive technology have enabled many to realize their dream. Advances in this technology have also opened up new areas of legal, emotional, and ethical dilemma.
2. The politics of abortion.
3. Women are the primary victims of sexual exploitation in our society.
4. Sexual attitudes, be they negative or positive, are an outcome of socialization.
5. Sexual Assault: Sex, Power or Violence.
6. One's sexual choices and behaviour are often viewed as a reflection of their ultimate worth as a person.
7. The general public often has an inordinate fear of AIDS. How do you account for this, validate the perceptions, pros/cons?

### SEMINAR PRESENTATIONS

Presentations in Human Sexuality will follow group presentation format. Student directed information transfer plays an integral role in this course. In that regard, the following criteria needs to be met:

1. Each group will be responsible for a classroom session.
2. Topic area needs to be covered appropriately.
3. It is the responsibility of each group to assign themselves a letter grade reflective of group process involved in preparation and presentation of the seminar.
4. Seminars and participants will be evaluated according to usual format.
5. Any handouts, overheads, etc. can be prepared by the instructor. **One week's lead time is required.**
6. Seminar content is an essential part of course curriculum and comprises a significant portion of material contributing to success in the course.
7. Students are required to evaluate seminar presentations.
8. Final grade for seminars will be assigned by instructor (inclusive of student input).