

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 1995

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NEW: REVISED:

APPROVED:

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

Date

Aug 17/95

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

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PREREQUISITE: Counselling Skills II
CCW 409

PHILOSOPHY/GOALS

Child and Youth workers are required to work with individuals in a wide range of complex interactions. It is essential that the worker has as full a picture of the client as is possible. It is in this regard that the area of human sexuality be examined with a view to understanding the role that this plays in the helping process.

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 behavior and attitudes about sexuality. The implications of this in working with children and families 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. Describe and discuss sexual anatomy and physiology.

Indicators:

- a. Label the appropriate structures diagrammatically.
 - b. Describe the function and role played by each in the human sexual response cycle.
 - c. Define the issues that may be problematic.
 - d. Discuss the role that hormones play in the expression of human sexuality.
2. Discuss issues relative to sex-role learning.

Indicators:

- a. Explain the role of gender in sexual learning.
- 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 media plays that is influential in the development of sex roles.

STUDENT PERFORMANCE OBJECTIVES (cont.)

- 3a. Interact with the group to enhance working relationships as well as to achieve a specific outcome.
- b. Communicate clearly, concisely and correctly in a variety of media that are appropriate to the specific needs of the audience.

Indicators:

- a. Engage in the preparation of a group seminar presentation in an area of mutual interest from areas suggested or another agreed to with the instructor.
 - b. Conduct the presentation using a variety of materials and methods that are appropriate to the subject area as well as to the needs of the audience.
 - c. Preparation of a written report to reflect the essential components of the presentation. The report is to be typed in the appropriate format.
4. Define and discuss the parameters of conventional and unconventional sexual behavior within a cultural context.

Indicators:

- 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 behavior and the role that "context" plays in the determination of the acceptable nature of the behavior.

TOPICS TO BE COVERED

Topics include and are not necessarily limited to the following:

- . General Concept of Human Sexuality
- . Anatomy and Physiology
- . Role of Hormones in the Sexual Response Cycle
- . Birth Control
- . Pregnancy and Child Birth
- . Gender Identity/Gender Roles
- . Sexual Rights and Responsibilities
- . Relationships
- . Sexual Abuse

LEARNING ACTIVITIES

Learning activities will vary according to the nature of the material being presented and discussed. Generally these methods will include:

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

REQUIRED STUDENT RESOURCES

1. King,B., Camp, C., & Downey, A. (1991). Human sexuality today. Englewood Cliffs, NJ: Prentice Hall.
2. Miron,C., & Miron A., (1991). Study guide. Human sexuality today. Englewood Cliffs, NJ: Prentice Hall.

EVALUATION METHODS

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|----|--|------------|-----|
| a) | Book Report * see attached. | Dec. 14/95 | 5% |
| b) | Test 1 | Oct. 12/95 | 20% |
| | Test 2 | Nov. 16/95 | 20% |
| | Test 3 | Dec. 21/95 | 20% |
| c) | Quiz(s) | random | 10% |
| d) | Seminar Presentation * to be scheduled in week 2. | 25% | |

SEMINAR PREPARATION

An important skill area that needs to be addressed is in the area of the presentation. A skill essential to this is the ability to research an area of interest and to develop and present research findings in a professional manner. The seminar presentations for this course are of a group nature. Members of the group will be responsible to evaluate the groups performance. A number of factors need to be addressed in order to effectively deal with this assignment.

As a group/team you are to:

- a. arrive at consensus as to the nature of the task to be completed.
- b. establish the strategies that are necessary to complete the task.
- c. identify the roles of the individual members of the team as they relate to the accomplishment of the task.
- d. clarify ones own role and fulfil the demands of that role in a timely manner.
- e. contribute your own ideas opinions and information while demonstrating respect for those of others.
- f. regularly assess the groups progress and interactions and make the required adjustments.
- g. determine the appropriateness of the seminar content based on the time available for the presentation.

COLLEGE 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 PRESENTATION

Presentation skills are an important aspect of professional development. A skill that is essential in this regard is the ability to research, develop and present in a professional manner the findings of the research. The seminar presentation for this course will be of a group nature. The members of the group will be required to evaluate the groups performance as a learning tool as well as a contribution to the final evaluation for the course.

Time:

The time allotted for each of the presentations is approximately two hours. This will require that the group be prepared to present on the scheduled day and be sufficiently organized to cover the appropriate material in a fairly limited time frame.

Photocopying:

Material that needs to be photocopied will be copied by the instructor if received one week prior to the presentation. Any overheads that need to be produced will be handled in a similar manner. Material to which copyright applies will not be done without the appropriate clearances. This can be a time consuming process.

AV Equipment:

This equipment needs to be booked through the instructor well in advance of the presentation. There is usually a high demand for this equipment so book early. Students will be responsible for pick up and return of this equipment in as timely a manner as is possible.

Written Submissions:

It is essential that the groups submit at the conclusion of their presentation the written portion of the presentation. This must be typed and consist of a detailed summary of the presentation. Any data quoted in the presentation needs to be substantiated with the appropriate reference. It is important to remember that you are free to use as many resources as you perceive to be appropriate but all of these must be given credit in the final paper.

As is the expectation at this senior level, professional appearance is important in both the presentation itself and in the final written summation.

SEMINAR RESEARCH AREAS

1. We in Canadian society take for granted that we have considerable rights and freedom. These are for the most part assured through legislation. The current level of rights and freedom that we enjoy is the result of an extensive and sometimes painful developmental process. Research will indicate the shift in values and priorities over the years.

Identify the significant changes in the Canadian perspective of sexual rights and freedoms as they have evolved over the last several years. Be specific and clear in citing previous injustices or inconsistencies in the Canadian perception of the "Just" Society. Court intervention as a means of determining the role that government is to play in the affairs of the populace is an area that of necessity requires considerable investigation.

SEMINAR RESEARCH AREAS

2. Although we as a society have made significant progress in the fight against sexual exploitation there remains the fact that women and children continue to be the primary victims of this exploitation. New technologies have added to the production sophistication and dissemination level of this material.

Discuss the extent of the issue as it relates to the victims, consumers and producers. The true extent of the problem is often masked by the choices that some of the victims themselves have made. The choice that the individual has made should of course not be a factor that excuses the exploitive nature of the relationship.

Research will illustrate the extent of the issue and illustrate the remediation that has been developed or is proposed to enable the victims to begin the healing process.

3. One's choices with regard to sexual life-style are often viewed as a reflection of the individuals ultimate value as a person. Individuals who exercise their rights to make some of the life-style choices that vary cultural norm (in terms of a limited world view) often face discrimination from a number of sources.

Discuss the impact and extent of the issue and identify the factors that play a role in the formation of this mind set.

4. Advances in reproductive technology have enabled many to realize their dream. These advances range from enhancing the likelihood of conception to the selection of genes to foster a superior individual. It has also opened the door to many medical, legal and perhaps ethical delemmas.

Given the scope and magnitude of these advances and the scientific nature of the developments the research in this area needs to be presented in a user friendly manner. The team needs to be cognizant of the fact that Canadian legislation in this area is significantly different from that in the US. It will be necessary to comment on this topic from both of these national perspectives but the emphasis of course needs to be on our Canadian perspective.

5. Sexual attitudes regardless of where they fall on the continuum between permissive and repressive are the outcome of the socialization process.

Discuss the factors inherent in the acquisition and maintenance of these attitudes as well as the cost in terms of the individual rights and personal freedom that may be impacted by these attitudes. It is essential that the factors that are instrumental in the maintenance of these attitudes are identified with a view to isolating these and determining the strategy necessary to modify these to more adequately address the needs of the individual. In this regard it is necessary to view the individual from the wholistic perspective to get a clear picture of this development.

6. The issue of sexual assault is one that continues to cause much debate in terms of causation, prevention and remediation. Assault can be viewed from a number of perspectives. Recent Canadian court cases present a most troubling picture of the vulnerability of the population to the victimization of a few.

Discuss the issue in terms of its frequency of occurrence and the ways in which the individual can decrease the likelihood of being victimized. The presentation must include information on the full spectrum of sexual assault including that of harassment.

SEMINAR RESEARCH AREAS

7. Abortion is major political issue. It is an issue that bears considerable investigation in terms of the factors that are in evidence in terms legal implications, rights etc.. This is not a presentation that requires the team to take a stance in the pro-choice or pro-life arenas but more pointedly to illustrate the agendas inherent in each of the viewpoints from a more global perspective. It is essential that this area of inquiry include the factors that merit consideration eg. those inherent in the termination of a pregnancy due to the determinations of genetics and/or testing of fetal tissue.

8. Education in the area of human sexuality is a major issue in contemporary society. The issue of who is responsible for this education continues to surface on frequent intervals. Examine the issue with a view to determining what the current train of thought is in this areas and to determine the role that the professional may assume in either taking responsibility for this or of supporting the individuals who are charged with this responsibility.

The team needs to examine the role that eg. the teacher/other has in this area and his/her perception of this responsibility. What is the criteria that has to be met in order for the teacher to work in this area ? What are the professional development opportunities available to these people to enhance their skills in this area.

9. The sexual transmission of disease continues to be problematic in society. At no time in history have we had such wide ranging dissemination of information about health hazards but we still seem to be missing the mark in terms of behavioral changes that are necessary to safeguard the population at risk. Research in this area needs to focus on the risks as they currently exist, the response of the population to the risks and the reasons why the response may not be appropriate given the risks present. Presentation needs to include the steps that are being taken to deal with this issue.

10. Other:
Teams may elect to rework any of these areas to more pointedly address their own learning needs. Areas of inquiry not covered in the suggested areas may be negotiated with the instructor. In that the teams are taking the major responsibility for the work this is feasible and encouraged. Research areas need to be determined early so that the instructor can coordinate and manage the required curriculum in such a way that the appropriate areas are covered.

