



**Professor:** Michael McFarling  
**Office:** E3201  
**Phone:** 759-2554, ext. 549  
**Email:** [mike.mcfarling@saultc.on.ca](mailto:mike.mcfarling@saultc.on.ca)

## I. COURSE DESCRIPTION:

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 student needs to explore issues in human sexuality to complement and contribute to more complete understanding of the individual.

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.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Design and implement strategies that promote client advocacy and community education to enhance psychosexual development in children, youths and their families.

### *Potential Elements of the performance*

- a. Describe the function and role played by each in the human sexual response cycle.
- b. Define the issues that may be problematic.
- c. Discuss the role that hormones play in the expression of one's sexuality.

2. Understand relationships among individuals and society.

### *Potential Elements of the Performance*

- 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 of the media that is influential in the development of sex roles.

3. Manage the use of time and other resources to attain personal and/or project related goals.

***Potential Elements of the Performance***

- a. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
  - b. Engage in the preparation of a group presentation in an area of mutual interest from areas suggested or another agreed to with the instructor.
  - c. 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.
  - d. Preparation of a written report to reflect the essential components of the presentation. The report is to be typed in the appropriate format.
4. Foster and utilize therapeutic environments which respect culture and which promote the overall well-being and facilitates positive change for children and their families.

***Potential Elements of the Performance***

- 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.
- d. Formulate a behavioural response plan

### **III. TOPICS:**

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

**IV. 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/presentation
6. Book reviews
7. Tests/quizzes

**V. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Carroll, Janell L (2005). Sexuality Now: Embracing Diversity Toronto, Canada: Thomson Wadsworth

**VI. EVALUATION PROCESS AND GRADING SYSTEM:**

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|---------------------------|-----|
| a) Article Reviews 4 x 5% | 20% |
| (See Attached)            |     |
| b) Tests: 6 x 10%         | 60% |
| c) Team Presentations*    | 20% |

\* to be scheduled in week 2.

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VII. PRESENTATION PREPARATION:

An important skill area that needs to be addressed is that of formal presentation. A skill fundamental to this is the ability to research an area of interest and to develop and present research findings in a professional manner. The student presentations for this course are of a team nature. Members of the teams will be responsible to evaluate their own 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 fulfill 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.
- h. meet deadlines in ongoing documentation of the process.

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 presentation for this course will be of a team nature. The members of the team will be required to evaluate their own 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 **1 hour**. This will require that the team be prepared to present on the scheduled day and be sufficiently organized to cover the appropriate material in a fairly limited time frame.

**Photocopying:**

If received one week prior to the presentation, the instructor will copy material that needs to be photocopied. 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, a professional personal appearance is required. It is important that the final written submission be in the appropriate professional format.

**RESEARCH AREAS**

There will be time allotted in class to discuss the issues that may surface in the area of human sexuality. The teams are to select pertinent issue and present this issue to the class as a whole for discussion.

Pertinent issues might include:

- worker life-style choices as a factor impacting the therapeutic relationship
- victimization of vulnerable people
- pornography
- sexual reassignment
- homophobia
- child sexual abuse
- victimization of women
- reproductive technology

This is an opportunity for participants to pursue an area of personal interest. In that the student is to assume primary responsibility for the topic in this assignment the student is required to tailor the presentation in a manner appropriate to the delivery of the information being relayed.

**NOTE: Appropriate research is current (within 3 years) and is not limited to one source. It is reflective of local, provincial and federal issues.**

**VIII. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit the Special Needs office, Room E1101 or call extension 730 so that support services can be arranged for you.

It is your responsibility as an identified special needs student to schedule your tests at the beginning of the semester in order that your tests occur the same day as those on the academic schedule. If unable to schedule them on the same day then they have to be written within the 48 hours preceding the test date. Tests written after the scheduled test date will not be evaluated.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**IX. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**X. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.



# ARTICLE REVIEW FORM

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ #: \_\_\_\_\_

**DOCUMENTATION:**

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**BRIEFLY STATE THE MAIN IDEA OF THIS ARTICLE:**

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**LIST THREE IMPORTANT FACTS THAT THE AUTHOR USES TO SUPPORT THE MAIN IDEA:**

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**LIST ANY EXAMPLES OF BIAS OR FAULTY REASONING THAT YOU FOUND IN THE ARTICLE:**

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**WHAT FURTHER USE COULD BE MADE OF THIS INFORMATION? Recommendations?**

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**LIST ANY NEW TERMS/CONCEPTS THAT WERE DISCUSSED IN THE ARTICLE AND WRITE A SHORT DEFINITION:**

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