

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Human Sexuality

CODE NO. : CYW306 **SEMESTER:** 5

PROGRAM: Child and Youth Worker

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APPROVED: "Angelique Lemay" Aug. 2010

CHAIR, COMMUNITY SERVICES **DATE**

TOTAL CREDITS: 3

PREREQUISITE (S): CYW234

HOURS/WEEK: 3

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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. 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.
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. 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 in providing advocacy and community education.
 - c. Participate in small group sessions with fellow students to practice the delivery of groups for children and youth related to sex education and human sexuality.
4. 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 small 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.

III. TOPICS:

Topics include and are not necessarily limited to the following:

- General Concept of Human Sexuality
- Understanding Human Sexuality
- Gender Development, Roles and Identity
- Love and Intimacy
- Relationships
- Childhood and Adolescent Sexuality
- Sexual Orientation
- Sexual Rights and Responsibilities
- Sex and the Media

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Carroll, Janell L (2010), *Sexuality Now: Embracing Diversity* (3nd.edition) Toronto, Canada: Thomson Wadsworth

VI. EVALUATION PROCESS AND GRADING SYSTEM:

A final grade will be derived from the following:

Skill Development and Participation (in-class) 20%

Tests 40%

Choice of any 2 assignments listed below:

Article Review (x2) 20%

Visual Representation & Gallery Presentations 20%

Small Group Presentation 20%

Research Paper 20%

Community Research and Report 20%

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

Students are required to complete all assignments and reports on time. Late assignments (other than in substantiated emergencies) will be docked **1 mark per day late** to a maximum of 50% deduction. If students are not able to attend a test a voice mail at ext. 2549 is required the day of the test or a mark of zero will result. Reasons for missing a test are illness or emergency only.

The following semester grades will be assigned to students:

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

VI. COURSE REQUIREMENTS:

Mandatory Requirements

(The following assignments are mandatory for **ALL** students and represents 60% of the student's overall mark for this course)

Skill Development and Participation:

Students will be evaluated on their willingness to take risks and practice the competencies needed to co-facilitate a group counselling session for children and youth with a focus on sex education and/or sexuality. Topics will be explored at the beginning of the semester and groups will have time to prepare a topic of their interest before being expected to present. Students will choose the date that they wish to do their practice session. Criteria for practice sessions will be outlined by the professor at the beginning of the course and the outline will be included in the Student Package for this course.

Students will be expected to participate in discussion and feedback sessions related to the group counselling sessions lead by their peers. As a participant, students will be graded on their willingness to participate, their participation in the group discussion itself and their ability to support the learning experience of their peers. Students will be expected to hand in one feedback sheet per group practice session. The student's responses on the feedback sheet will provide the instructor with an assessment of the knowledge acquired through participation, feedback and discussion related to facilitating these types of groups. A final mark will be given to reflect the student's comprehension and skill acquisition related to this type of group work (see the list of competencies listed above).

Students will need to attend class in order to participate in these practice sessions and gain the valuable learning experience of being a member of these sessions. **Due to the nature of these exercises, students cannot be evaluated if they are absent.**

Of utmost importance, students will demonstrate an understanding and empathy for others, including their classmates, as well as vulnerable clients and the unique perspectives and beliefs shared in this course, by way of written assignments and verbal discussions. This can be demonstrated by an absence of judgemental statements and the willingness to view the situation and/or issue for another person's perspective.

Tests:

Tests make up 40% of the students overall mark in this course. Students will have the opportunity to complete six (6) tests over the course of the semester however only the student's four (4) **HIGHEST** test marks will be used for evaluation purposes. As such, students will be able to decide which tests they will write and can decide to discontinue participating in tests once they have achieved their desired mark. It is strongly recommended that students complete all six (6) tests regardless of their standing in order to ensure that they receive their highest evaluation.

Tests will be drawn from the course text and focus on material highlighted in the course review exercises in the student text. The professor will ensure that all students have access to this material as appropriate. The process for studying and writing these tests will be discussed further at the beginning of the semester.

Assignment Choices

(Students choose any 2 of the following assignments. These assignments can be done individually or in small groups with the permission of the professor)

Article Review:

Each student will research a journal article and then complete a review of the article and how it relates to research and discussion provided in the text. Journals reviews should be written utilizing professional language which includes proper grammar and spelling. The article review must be written in APA format, including both in-text citations and a reference page. Reviews should also include a title page identifying the name of the article, the article's author course code, name of student, name of the professor and the date of the assignment.

Students will choose from pre-selected articles chosen by the professor. Articles will be made available to students at the beginning of the semester.

Small Group Presentations:

An important skill area that needs to be addressed is that of formal presentations. 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. Students will be responsible for preparing a 50 minute presentation based on a topic of their choice related to sex and sexuality. The issues must be relevant and pertinent and the students must be prepared to present this issue to the class as a whole for discussion. Pertinent issues might include but are not restricted to:

Victimization of vulnerable people
Sexual reassignment
Child sexual abuse
Sexual orientation
Sex trade

Pornography
Homophobia
Victimization of women
Prostitution

In addition, each group will submit at the conclusion of their presentation a written summary of their presentation. The written component needs to be type written and follow APA format, including the use of in-text citation and a reference page. It should be no more than 5 pages in length. Power point material must be attached (6 slides per page). **As is the expectation at this senior level a professional appearance is required. Grammar and spelling will be evaluated for accuracy.**

Visual Representation & Gallery Presentation:

Using the students' preferred modality (i.e. photography, video, collage, art, music, spoken word etc) students will be required to create a visual representation of what sexuality means to them and the images that they are exposed to in their world. Students will need to capture these images and then produce a display of their work to share with their classmates during a gallery presentation. Students will be given an outline containing reflection questions to assist them in gathering their images and developing their product.

For the gallery presentation component of this assignment, students will need to provide a one page overview of their work for distribution along with 3 reflection questions to be used in a class discussion related to their work. Students need to be prepared to discuss their process, the rationale behind their choice of modality and their reactions to this exercise, including what they learned about themselves and how this will influence their work as a CYW.

A detailed outline will be provided to students related to the steps involved in this process and the grading criteria for the assignment. Approaches to this assignment will be reviewed in class with a discussion of the options and possible ways of working on this assignment.

Research Paper

Student will be required to write a 4 -6 page research paper on a topic of their choice related to human sexuality. The paper needs to be written in APA format and must be double spaced and type written. A title page and reference page must be included with the paper. The title page will include title of paper, course code date submitted, student's name; course code and professor's name.

The outline and grading criteria for this assignment will be distributed in class and will be accessible to students as part of the Student Package both in hard copy and on LMS.

Community Research Project and Report

In small groups students (3 - 4 students) will be required to attend a place of their choice in Sault Ste. Marie that they believe would provide them with a view of sex and sexuality from a different perspective from their own (i.e. local bar, sex shop, public venue, adult only clubs, organizations). Their choice will depend on what is available in the city and what would allow the students to, while remaining professional and ensuring personal safety, challenge their own sexual boundaries. Students will be asked to respond to specific reflective and information gathering questions to assist them in formulating a written review of their experience while respecting both the confidentiality of the establishment and their classmates throughout this assignment. In addition, students will discuss their experiences (i.e. what they learned about themselves, the culture they observed and their personal reactions) with their classmates during designated class time. Although this assignment will be done as a group, each individual group member will be responsible for submitting their own personal reflection paper.

The outline for the assignment, the reflection paper and the grading criteria for this assignment will be distributed in class and can be accessible to students' as part of the Student Package on LMS.

Due Dates for Assignments:

During the first three weeks of this course, the students and the professor will determine appropriate due dates for assignments on an individual basis. This is in keeping with the learning paradigm which acknowledges the students' ability to manage their own time effectively. However once dates are set students are required to complete all assignments and reports on time in order to avoid penalty. Penalty may include a rewrite or may result in the assignment NOT being accepted in extreme situations. Given that students are given the opportunity to choose their own due dates, exceptions will only be considered in unique circumstances and the professor holds the right to negotiate accommodations related to time frames in regards to late submission of assignments.

VII. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Students may not be allowed to enter the classroom once the class has begun depending on the focus of that session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the professor.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.