

**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

**AUTHORS:** CYW Faculty

**PROFESSOR:** Donna Mansfield, B.S.W., R.S.W, CCW, CYC (Cert.)

**DATE:** Sept. 2015 **PREVIOUS OUTLINE DATED:** Sept. 2014

**APPROVED:** *“Angelique Lemay”* *July 2014*

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**DEAN** **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:**

Rathus, S. A.; Nevid, J. S.; Fichner-Rathus, L.; Herold, E.S. (2010). *Human Sexuality in a World of Diversity*, Fourth Edition. Toronto, Canada: Pearson Canada Inc.

**V. EVALUATION PROCESS AND GRADING SYSTEM:****PROFESSIONAL PRACTICE SELF-EVALUATION****10%**

*Students will reflect on and self-evaluate the quality of their “Professional Practice” skills during the semester. Professional Practice is related to those competencies described in the Ontario Association of Child and Youth Counsellors Code of Ethics and Standards of Practice.*

**ASSIGNMENTS****40%**

*This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, case work, group work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.*

**TESTS (Best 5 out of 6)****50%**

*Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of “0”. It is the student’s responsibility to make an alternative date with the professor that must be scheduled before the next class.*

**NOTE:** *All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic “0” for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.*

**Students MUST submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student’s responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.**

**V1. GRADES**

**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%	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. SPECIAL NOTES:

### **Professional/Academic Writing Skills and Assignment Adherence:**

Close scrutiny will be applied to **EVERY** written assignment that you submit this semester. Assignments will be reduced by up to 10% for Professional and Academic Writing Skills and up to 25% for APA violations. It is your responsibility to ensure that your assignments meet this criterion before you submit them, either in hard copy or through the drop box. Students are strongly encouraged to utilize *The Write Place* and/or Accessibility Services on campus to assist them in submitting professionally written assignments.

### **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.

## VI11. COURSE OUTLINE ADDENDUM:

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