



**I. COURSE DESCRIPTION:**

Human Sexuality (CYW0306)

CICE students, with assistance from a Learning Specialist, will be provided with and acquire a basic knowledge relevant to the development and attitude in society in the area of human sexuality. An understanding of sexuality and associated typical and atypical behaviour in young people will be explored. The implications of this in working with disturbed or troubled youth will be a major area of focus

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

Upon successful completion of this course and with the assistance of a Learning Specialist, the CICE student will demonstrate a basic ability 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 in a basic way.

***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 the basic aspects of 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. Basically 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. To the best of the student's ability, the CICE student will 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*, Custom Edition. Fourth Edition. Toronto, Canada: Pearson Canada Inc.

#### **V. EVALUATION PROCESS AND GRADING SYSTEM:**

##### **SKILL DEVELOPMENT**

**20%**

*The Skill Development mark is related to the student's ability to participate in activities and discussion and reflect upon this learning. The format and assessment of the activities will be discussed in class and posted on D2L.*

##### **ASSIGNMENTS**

**30%**

*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.*

The following semester grades will be assigned to students:

*Grade Point*

<b>Grade</b>	<b><u>Definition</u></b>	<i>Equivalent</i>
A+	90 – 100%	
A	80 – 89%	4.00
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## VI. 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.

**Addendum:**

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

Other Notes and Class Guidelines:

1. All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, including APA standards for all assignments submitted. Faculty will review this with students at the beginning of each course. See detailed document on D2L course sites for details. Students are strongly encouraged to utilize **The Write Place, Accessibility Services** and/or **Program Tutor** on campus to assist them in submitting professionally written assignments.
2. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. Assignments will only be accepted after the due date for a period of 7 days. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be subject to a **10% grade reduction per day (including weekends) of the overall course mark**. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
3. Students are responsible to contact the professor **directly and immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to test date/start time requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional and substantiated circumstances.
4. Students are encouraged to discuss attendance expectations with the professor. Students will be expected to come prepared to class to facilitate

discussion and application of course material. Grades assigned for participation will reflect the student's knowledge of the content discussed, ability to demonstrate and apply the skills. Students' ability and willingness to share thoughts about the material, and ability to respect viewpoints different from their own is expected.

5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.

6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Any behavior including the use of cell phones that interferes or distracts from the learning of others will not be tolerated (i.e. side talk, laughing, computer use). Failure to abide by this will result in student being asked to leave the class.

7. Students are expected to read materials in advance of class and ensure review of D2L on a regular basis (minimum weekly)

8. The provisions of both the College Student Code of Conduct and the Child and Youth Care Program Policies will apply at all times in this course.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.