

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Human Sexuality

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

**PROGRAM:** Child and Youth Worker

**AUTHOR:** Michael McFarling MA, CCW, CYC (Cert.)

**DATE:** Sept. 2009 **PREVIOUS OUTLINE DATED:** Sept. 2008

**APPROVED:** "Angelique Lemay"

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	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>

**TOTAL CREDITS:** 3

**PREREQUISITE (S):** CYW234

**HOURS/WEEK:** 3

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*For additional information, please contact the Angelique Lemay, Chair*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**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/presentations. Book reviews
7. Tests/quizzes

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

Carroll, Janell L (2007), *Sexuality Now: Embracing Diversity* (2<sup>nd</sup>.edition) Toronto, Canada: Thomson Wadsworth

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

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|---------------------------|-----|
| a) Article Reviews 2x 10% | 20% |
| (See Attached)            |     |
| b) Tests: 6 x10%          | 60% |
| c) Team Presentations*    | 20% |

\* to be scheduled ASAP

**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.

## **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. Students are responsible for the production of power points. Material to which copyright applies will not be done without the appropriate clearances. This can be a time consuming process.

**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. Power point material must be included (6 slides per page).

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:**

#### 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.

#### 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.

#### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

#### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

#### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

# ARTICLE REVIEW FORMAT

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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