

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

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DATE: Sept. 2012 **PREVIOUS OUTLINE DATED:** Sept. 2011

APPROVED: "Angelique Lemay" Aug/12

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* (3rd edition) Toronto, Canada: Pearson Canada Inc.

V. EVALUATION PROCESS AND GRADING SYSTEM:

Attendance and Participation	20%
Article Review	10%
Small Group Presentation	20%
Final Assignment	10%
Tests	40%

ASSIGNMENT REQUIREMENTS:

All assignments need to be completed in type written format and will not be accepted unless the student is given permission in advance. Late assignments will lose one mark per day. It is the student's responsibility to inform the professor of any issue that may interfere with their ability to complete assignments or write tests on time. **Students will not be permitted to write tests and/or complete assignments if they have not communicated with the professor before the due date of the assignment or the day of the test.**

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.

Attendance and Participation

Students may choose to have attendance marks count as one of the following assignments. Attendance will be graded as one mark per hour attended up to 3 hrs. per class. This will translate into a mark out of 45 hours. Your attendance mark represents 10% of your overall mark. The participation mark reflects your ability to participate in this course at a professional level. This includes coming prepared for class, participating in discussions and group work with professionalism, respecting the ideas and opinions of classmates, a willingness to view situations and issues from another person's perspective and the ability to support classmates during presentations. It is an opportunity for students to hone the CYW professional skills that they have been developing since first year. (Refer to CYW Code of Ethics for further detail).

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.

In small groups 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

Pornography
Homophobia
Victimization of women
Sex trade

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 2-4 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.**

Final Assignment:

This assignment represents 10% of your mark. Choose one topic from this course that has impacted you and respond to the following areas. The topic may come directly from the chapters or may be related to one of the videos or discussion that we had. Prepare your response as though you were writing a final test, making sure to clearly articulate your thoughts and reactions.

During our final class you will be asked to write a 2-3 page essay that summarizes and addresses your responses. You will be graded on your ability to respond to the areas in this outline with insight and thoughtfulness. **The topic area CANNOT be one of the areas that you did other reports/presentations or assignments about.**

Tests:

Tests make up 40% of the students overall mark in this course. Students will have the opportunity to complete (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.

VI. 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: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.