

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

AUTHORS: CYW Faculty

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DATE: Sept. 2016 **PREVIOUS OUTLINE DATED:** Sept. 2015
June/15

APPROVED: 'Angelique Lemay'

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.

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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*. 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	Definition	Grade Point Equivalent
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.	

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.

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.