

**BACHELOR OF APPLIED SCIENCE
(FAMILY AND COMMUNITY SOCIAL SERVICES)
SOCIAL SERVICE WORKERS' DIPLOMA**

Fall 2011
FCSS 2050 - Human Sexuality

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Course Code and Title:	FCSS 2050 Human Sexuality
Pre-requisites:	FCSS 1010 Social Issues & Social Environments
Co-requisites:	none
Credits:	0.5
Course Website:	http://www.onlineguelphhumber.ca/

Calendar Description:

This course examines the biological, cultural and psychological aspects of human sexuality. Current research findings are presented in the context of sexual programs facing individuals and society. A wide diversity of sexual attitudes and behaviours will be explored. Students will develop an understanding of how to apply theory and research in analyzing and counselling commonly presented sexual problems.

Course Rationale:

Human Sexuality is a core course within the integrated diploma/degree program in Family and Community Social Service Program. This course examines the biological, cultural and psychological aspects of human sexuality. Current research findings are presented in the context of sexual problems facing individuals and society. The wide diversity of sexual attitudes and behaviours will be explored. Major emphasis is on understanding how to utilize theory and research in analyzing and counselling individuals with commonly presented sexual problems.

Course Learning Outcomes

On completion of this course the student will be able to:

- 1) Describe cross-cultural and ethnic group differences in sexual attitudes and behaviours.
- 2) Articulate differences in sexual attitudes and behaviours across the regions of Canada.
- 3) Describe historical changes in sexual attitudes.
- 4) Explain the key theoretical perspectives used to understand sexual behaviours and relationships.
- 5) Evaluate the credibility of research studies on human sexuality topics.
- 6) Distinguish actual fact from opinions in analyzing media and internet statements on human sexuality.
- 7) Explain the process of sexual development over the life span.
- 8) Identify the biological, psychological and social factors which affect sexual behaviours.
- 9) Describe Canadian Laws and government policies regarding sexual issues.
- 10) Discuss the relationship of sexual attitudes and behaviours to sexual health problems.
- 11) Formulate educational materials that could be used to decrease sexual problems such as sexually transmitted diseases and adolescent pregnancy.
- 12) Summarize counselling strategies used with victims of sexual assault and people experiencing sexual dysfunctions.
- 13) Summarize counselling strategies used with victims of sexual assault and people experiencing sexual dysfunctions.
- 14) Summarize the treatments used with sexual offenders.
- 15) Outline community resources and when referrals for sexual therapy should be made to those resources.

Learning Resources

Required Textbook(s):

Title: **Human Sexuality in a World of Diversity**
Author: **Rathus, Nevid, Fichner-Rathus, Herold, McKenzie**
Edition: **3rd Canadian Edition**
***ISBN:** **0-205-46013-5**

Title: **Cites & Sources: An APA Documentation Guide, rev. 3rd ed.**
Author: **Haig, J., MacMillan, V., & Raikes, G. (2010)**
Publisher: **Nelson Education**
ISBN: **13: 978-017-650406-9**

Course Topics

Date	Topic	Readings
Sept. 7th	History of Sexuality	chapter 1
	Research Methods	chapter 2
Sept. 14th	Sexuality across the Life Cycle	chapter 12
Sept. 21st	Sexual Coercion and Commercial Sex	chapter 16 & 17
Sept 28th	Gender Roles	chapter 5
October 5th	Sexual Orientation	chapter 9
October 12th	Sexual Arousal and response	chapter 4
	Attraction and Love	chapter 6
October 19th	mid-term	
October 26th	Relationship, intimacy and communication	chapter 7
November 2nd	Male and Female Anatomy	chapter 3
	Research Paper Due	
November 9 th	Sexual Techniques and Behaviour	chapter 8
	Sexual Dysfunction	chapter 13
November 16th	Conception, Pregnancy & Childbirth	chapter 10
	Contraception and Abortion	chapter 11
November 23rd	Sexually Transmitted Infections	chapter 14
	Sexual variations/overview of term	chapter 15

Evaluation and Due dates

Students will be evaluated in this course through:

Mid Term Exam	October 19th	25%
Research Paper	November 2nd	35% (research paper is due at 6 pm)
Final Exam	(during exam period)	40%
<hr/> Total: <u>100%</u>		

Academic Policies - Important University of Guelph-Humber Academic Regulations

It is the student's responsibility to be familiar with the University's Policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>

NOTE: The University of Guelph-Humber Undergraduate Calendar states "Students need to remain aware that instructors have access to and the right to use electronic and other means of detection."

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university's Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 20011-2012 Guelph-Humber Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the

standard), prior to the 40th class day. This is the last day that students are permitted to drop classes without incurring any academic penalties.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological or compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students with special needs are accommodated through Humber ITAL Disability Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/disabilityservices/>

Students will identify themselves to Disability Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "**DS Memo to Faculty**".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

FCSS PROGRAM POLICIES

Preamble

Social Service Workers wishing to use the registered S.S.W. credential must meet the rigorous requirements of the Ontario College of Social Workers and Social Service Workers (OCSWSSW). The FCSS Program Policies are a reflection of the requirements of employers in the human services sector and of the professional college, as well as legislation governing this profession. All principles referred to below are taken from the OCSWSSW Code of Ethics and Standards of Practice Handbook (2008).

1. Meeting Deadlines

Principle III (Responsibility to Clients) requires that social service workers deliver services to clients in a timely and reasonable manner. Learning to meet deadlines is a critical professional skill.

Evaluation of all assignments will take into account an individual's or group's ability to complete assignments within established deadlines — an important quality in the social services field.

- 1.1 The due date/time and location will be specified by the professor. The due date is the last date to submit an assignment. All assignments must be submitted by the due date/time designated by the professor.
- 1.2 If a student submits an assignment after the designated due date/time, the assignment is considered late.
- 1.3 An assignment deemed late by the professor will receive an immediate deduction of 5% from the total value of the assignment. An additional 5% from the total value of the assignment will be deducted for each subsequent 24 hour period (or part thereof), including weekends, that the assignment is late from the original due date/time.
- 1.4 An assignment will not be accepted for grading after seven (7) calendar days of the original due date/time, unless an extension has been granted by the professor.
- 1.5 An extension to an assignment due date/time may be granted for exceptional reasons deemed acceptable by the professor, if requested by the student via e-mail to the professor **at least 24 hours** before the assignment's original due date/time.
- 1.6 An extension may not be granted if supporting evidence for the exceptional circumstance is not provided by the student, if required by the professor.
- 1.7 If an extension is granted, the professor will provide a new date for the assignment. Extension requests will be granted for up to seven (7) calendar days beyond the original due date/time, unless for compelling circumstances.
- 1.8 Deductions will not be applied to assignments granted an extension by the professor.

2. Submitting Assignments

- 2.1 Assignments will be submitted according to the method and location specified by the professor.
- 2.2 Late assignments must be submitted to the professor via the Drop Box located in the Learning Commons, Second Floor, unless otherwise specified by the professor.
- 2.3 The following guidelines will help to ensure that assignments are received by the professor: (1) date/time stamp the first page of the assignment using the stamp provided at the Drop Box, (2) place the assignment in a sealed envelope, (3) clearly write the professor's first and last name and course code on the outside of the envelope, (4) date/time stamp the assignment envelope, (5) insert the envelope in the appropriate program's Drop Box slot.
- 2.4 Assignments that are not date/time stamped by the student will be date/time stamped by the Faculty Liaison Officer when the box is emptied at the scheduled times.
- 2.5 If the professor agrees beforehand, students may e-mail an assignment to the professor to establish the date and time of submission. **A hard copy of the identical assignment must be submitted within 24 hours to the professor in order to be accepted as confirming the e-mailed submission's date/time.**

3. Missed Tests (Does not include Final Exams)

Principle II (Competence) requires that workers not be subject to ongoing illness or dysfunction while delivering services to clients. It is critical that students take appropriate steps to reduce their workload if they are unable to meet their academic or professional responsibilities.

3.1 In exceptional circumstances, a student who is absent for a test may be granted the opportunity to do a make-up test upon request, if the reason for the absence is deemed acceptable by the professor. Requests for such make-up tests must be made by telephone or e-mail to the professor, **prior to the date of the test**. Supporting evidence for the exceptional circumstance may be required by the professor.

3.2 If granted, a make-up test is scheduled as close to the date of the original test as possible, by arrangement with the professor.

Students experiencing a significant disruption in their personal lives which is contributing to their not meeting their academic and/or field placement responsibilities are required to take the necessary steps to address their personal issues. This may include reducing their course load, seeking counselling assistance, or taking a leave of absence if appropriate.

4. English Language and APA Citation Style Standards

Principle IV (The Social Work and Social Service Work Record) requires that workers maintain recognizable, accurate, dated, and legible records wherein no false, misleading, inaccurate, or otherwise improper information is included. It is critical that students learn how to produce legible and accurate assignments, using standards acceptable within the profession. Correct spelling and grammar are important skills required by employers. The correct use of APA citation style is an important requirement for graduate school studies in social work.

4.1 Social Service Workers are required to present clear and concise documentation in a variety of formats. To encourage students to develop this skill, all written assignments will be evaluated using the following parameters of English language usage:

- Spelling
- Sentence structure
- Verb tense and subject-verb agreement
- Punctuation
- Grammar and syntax

4.2 The American Psychological Association (APA) style of documentation is recognized as a standard documentation style for college and university programs in the social and human services. To encourage students to develop this skill, all written assignments will be evaluated using APA citation style standards (6th edition).

5. Creating an Effective Learning Environment

5.1 Creating an effective learning environment is a key facet of student success. It is incumbent on the students to contribute to the creation of such an environment by:

- First and foremost respecting the rights of others.
- Listening attentively when others are talking.
- Refraining from talking with peers about issues not related to the course.
- Turning cell phones off (do **not** have on vibrate or use text messaging in class).

- Using computers only for course purposes - note taking, accessing PowerPoint, in class and course material (**not** for personal uses – e.g., MSN).
- Arriving on time and remaining for the duration of the class. If there is a need to be late or leave early, do so with minimum disruption to everyone.