Course Description:

From the time of conception, there are forces continuously affecting our sexuality. This course has been developed to assist participants develop skills to work with people as sexual beings. Self-assessment by each person with regard to his or her personal values should occur throughout this course. Sexual functioning and a variety of conditions affecting sexual functioning will be explored. It is intended that participants will leave this course with the basic knowledge, attitudes, and skills to deal with sexual questions and concerns of clients.

Course Content

Course content will include:

1. Basic issues in human sexuality;
2. Sexuality throughout the life span;
3. Sexual anatomy and physiology;
4. Sexual alternatives;
5. Sexuality in illness and disability;
6. Sexual dysfunctions;
7. Treatment issues.

Course Objectives

It is intended that students will be able to achieve the following objectives.

1. Identify historical and current trends of thought regarding sexuality.
2. Assess their personal sexual attitudes and identify the effects of life experiences on their attitudes.
3. Apply an understanding of human anatomy, physiology, and sexual response to work with clients.
4. Identify and develop an understanding of sexuality and sexual variations through the life span that will help professionally intervene with sexual issues.
5. Comprehend basis sexual issues of illness and disability.
6. Develop a basic understanding of sexual dysfunctions and their cause, both physiological and psychological.
7. Develop a basic understanding of treatment issues for client sexual problems.
8. Competently apply knowledge of human sexuality to social work practice.
Methodology

This course is taught in an intensive workshop format. Attendance is critical. A combination of didactic, experiential, and self-exploration activities will be utilized. Audiovisual programs will supplement. Students will be expected to assess personal knowledge and attitudes, as well as professional values. Skills development will also be an important component of the course.

Grading

1. Class attendance and participation is critical in a class of this nature. Active participation is essential for a positive learning experience. Attendance and participation will constitute 15% of the final grade. (Roll will be taken twice daily.)

2. After reading the "Opposing Viewpoints" book, complete (approximately) a 2-3 page paper on three of the five topics listed below.

   A. What is the State of Sexual Ethics in America?
   B. What Sexual Behaviors Should Society Promote?
   C. How Should Sex Education be Conducted?
   D. Are Some Sexual Practices Unacceptable?
   E. As a Professional, What Principles Will You Incorporate as You Deal With the Sexual Concerns of Diverse Clients.

   Your papers should address these questions from, a) your professional perspective as a social worker, and b) your personal perspective relative to you and your loved ones. These assignments are due July 16 and will constitute 30% of your grade. (Note: This assignment is not a report on the book; it is an articulation of your values and beliefs.)

3. Students are to view two videotapes or films on sexuality. An extensive array of films is provided in class which are also available in the Kennedy library. Students will then write a 1-2 page paper on each film that, 1) summarizes the film contents, 2) discusses possible professional and personal uses for the film, and 3) provides an overall assessment of the film. These assignments are due July 16 and will constitute 20% of your grade.

3. Students will choose a subject relating to sexuality and the human condition on which to write a typed, double spaced-paper of approximately 7 pages in length. Papers should, 1) include a review of the literature in the area, 2) discuss personal implications of the topic, and 3) discuss professional implications. Papers will be graded based on: 1) paper construction and organization, 2) a combination of succinctness and comprehensiveness (given the length of the paper), 3) student's ability to articulate ideas, and 4) adequate use of professional literature and use of APA reference and citation style. For an assignment of this type, it is best to narrow your focus rather than choosing a broad area on which to write. This assignment is due July 19 and will constitute 35% of your grade.
Note: Late assignments will be accepted with a half letter grade deduction for each day late.

Textbook


Turning assignments in: Assignments should be handed in together by the due date. They can be delivered or mailed to my home address at 2304 E. 60th Ave. Spokane, WA 99223.

Note on Plagiarism:
If you use the words or ideas of other people without giving appropriate credit, plagiarism has occurred REGARDLESS OF WHETHER YOU INTENDED TO PLAGIARIZE. “Cutting and pasting”, even if you change a few words, requires that the information be placed in quotation marks and the appropriate citation placed next to the information. Paraphrasing requires that you use ENTIRELY your own words, not just changing a few words. Paraphrases still require a citation.

It is YOUR responsibility to become familiar with what constitutes plagiarism, how to use and cite appropriate paraphrases, how to recognize inappropriate paraphrases, how to do appropriate primary and secondary citations—in other words, all the things necessary to avoid committing plagiarism and how to use appropriate citations. There are a variety of citation styles available. The primary ones are the APA, Chicago, Turabian, MLA, and AMA. You may use any of these styles unless I request a specific style. Samples of these are available from many Internet resources. See, for example, http://www.bridgew.edu/depts/maxwell/turabian.htm. Also, many Internet sites contain samples of appropriate ways to cite electronic resources. One such site is http://www.library.ualberta.ca/guides/citation/index.cfm.

Numerous Internet sources provide information on what constitutes plagiarism and how to recognize and avoid plagiarism. For example, several sites indicate that one of the most important steps in avoiding plagiarism is to have a thorough understanding of the material. [See, for example, http://www.winthrop.edu/wcenter/wcenter/dontplag.htm.]

Some additional web sites that contain information on avoiding plagiarism and/or samples of inappropriate paraphrasing and appropriate paraphrasing and citation are:
http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm
http://www.utoronto.ca/writing/plagsep.html
http://www.indiana.edu/~wts/wts/plagiarism.html
http://owl.english.purdue.edu/handouts/research/r_plagiar.html
http://sja.ucdavis.edu/avoid.htm#guidelines
http://www.zoology.ubc.ca/bpg/plagiarism.htm#Avoiding

One final note—Just because something is “in the public domain” does not mean that it can be submitted without appropriate citation.

Remember: It is YOUR responsibility to become familiar with the actions you must take to avoid violations of the EWU Academic Integrity Policy, regardless of whether a type of violation has or has not been covered in this handout.
Course Outline

Session 1: Introduction to course.
(June 19) What is sexuality?
What is sex?
Anatomy, physiology and sexual response.
Levels of counseling and intervention (PLISSIT).
Current and historical issues in human sexuality.

Session 2: Sexuality throughout the life span.
(June 20) Values and attitudes.
Gender and sexuality.
Family planning.
Sexuality and the family.

Session 3: Sexual orientation.
(June 21) Sexual assault
Substance use and abuse
HIV/AIDS.
Sexually transmitted diseases.

Session 4: Sexual dysfunctions.
(June 22) Issues in counseling and therapy.
Sexuality and disability.
Sexuality and illness.


Irvine, A.C. (1988). Balancing the right of the mentally retarded to obtain a therapeutic sterilization against the potential for abuse. Law & Psychology Review, 12, 95-122.


*Articles marked with *** are current library holdings.*