

Argosy University
COURSE SYLLABUS
Human Sexuality
PC6200

Please Note:

This syllabus covers three different sections so
Please make certain your schedule and class date
match the section you registered for...

If you attend the wrong section, I will not
be able to let you stay and you'll have to come
back for the section you originally registered for

Here are the three sections

PC 6200-V1 BLA – Summer 1 - On Campus June 5 only, 9:00-6:15
PC 6200-V1 BLB – Summer 1 - On Campus June 6 only, 9:00-6:15
PC 6200-V1 BLB – Summer II - On Campus July 24 only, 9:00-6:15

Faculty Name: Robert Mince
Campus: San Francisco Bay Area

Contact Information: 415 244 0507, rmince@sbcglobal.net
(email me if anything in this syllabus is confusing).

Office Hours: One half hour before and after each class meeting

Short Faculty Bio: Rob Mince has been teaching graduate and undergraduate courses at Argosy for 7 years. He is additionally an Ed.D. Counseling Psychology student at Argosy writing his dissertation based on the Empty-Chair experiment in Gestalt Therapy. Rob has worked in the people-helping profession for over 20 years.

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Course description:

To view, macroscopically and microscopically, the immense role that sexuality and gender play in diverse human cultures, and particularly with respect to contemporary American culture.

Course Pre-requisites: Graduate program standing

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Summer Session I (7.5 week courses): June 13, 2010

Summer Session II (7.5 week courses): August 4, 2010

Summer Full Term (15 week courses): July 17, 2010

Required Textbook:

Crooks & Bauer. (2008). *Our Sexuality*. 10th Edition. Thompson-Wadsworth.
ISBN: 13: 978-0-495-09554-5

Course length:

1. **Pre-class-day assignment on ecollege (see assignment details below)**
2. **In-class one full day. (See List of sections above) 9:00 a.m. - 6:15 p.m.**
3. **Post-class-day assignment on ecollege (see assignment details below)**

Credit Value: 1 unit.

Course Objectives:

Upon completion of this course, the student will be able to:

- Contrast familiar and unfamiliar views/cultures of sexuality
- Contrast and clarify different methods of research into sexuality
- Understand the work of pivotal writers/researchers in the field of sexuality including:
 - Krafft-Ebbing
 - Freud
 - Kinsey
 - Masters & Johnson
- Understand STDs including HIV and AIDS
- Understand sexual problems and therapies for men and women
- Explore sexual orientation as a function of culture
- Explore sexuality over the lifespan
- Address issues surrounding mistreatment of women and men in relation to outmoded views of sexuality.

Program Outcomes: Master of Arts in Counseling Psychology:**Program Outcome One: Professional Practice****Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the

development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Reading Assignment Table: Although every chapter in our text is important as a part of your education, the chapters in bold will be more focal within the time constraints of our one day class.

Chapter 1:	Sexuality Perspectives in General
Chapter III:	Gender Issues
Chapter IV:	Female Sexual Anatomy
Chapter V:	Male Anatomy
Chapter VI:	Sexual Arousal + Response
Chapter VII:	Communication
Chapter VIII:	Sexual Behavior
Chapter IX:	Sexual Orientations
Chapter X:	Contraception
Chapter XII:	Sexuality of Childhood and Adolescence
Chapter XIII:	Adult years
Chapter XIV:	Difficulties
Chapter XV:	STDs
Chapter XVI:	Atypical Sexual Behavior

Activities in Detail:

Attendance/Participation: You cannot receive an “A” in this course without excellent attendance and extensive participation. **THIS IS THE FOREMOST FACTOR IN YOUR GRADING.** You are preparing to work in a high-communication field, so your success in class and future role as a people-helper depend in large part on your ability to be a great listener and a compassionate communicator. The world already has enough cold-hearted professionals!

Please Note: In the past, a number of students have expressed concerns that they would be required to divulge their personal lives in class. This has never been the case! Although, one or more students have chosen to share experiences, it has NEVER been a requirement. So, Please do not fear this class. It’s here to help you process your own feelings about sexuality so you can be a better helper for future clients. Please maintain confidentiality about others’ perspectives and values.

Reading: The better your familiarity with the text, the more enjoyable the class will be and the more likely you are to succeed in the end-of-day quiz.

Activities: Class discussions, role-plays, and group projects are mandatory. These should be enjoyable; no need to panic.

eCollege self-introduction and sharing. Before our in-class day (which depends on which section you signed up for) I will ask each of you to write about yourself in the ecollege discussion mode by introducing yourself VERY briefly (100 words **max** or I take off points). Then, still in discussion mode, respond to one other person's self-intro so that when you get to class, you'll have a head start with the flavor of our discussion-style class format. (I advocate community building in every class I teach). Your ecollege self-introductions and responses are due before the beginning of class day.....I will check.....ecollege assignments are carefully graded for quality writing and your ability to share yourself genuinely with others.....Please do not give me robotic answers. We are PSYCHOLOGY people!

Quiz: There will be a summarizing quiz near the end of the day, so, Please be physically, mentally, and affect-fully present for this class. If our class day goes well and everyone contributes to the best of their ability, I'll ask you to take the quiz in pairs, so you can process the day with another person.....(*Ask me about mirror neurons*).

Post-class ecollege assignment. Having been present for the class day, I'd like you to go through the text and pick out 2 photos, drawings, etc., that have a strong effect on you. Next, in an ecollege "assignment" format, using your FEELINGS about those 2 images, write an emotion-based freestyle paper that features your experience of what you see. I assign this paper because each of you will, in your people-helping careers, meet a number of people whose values around sexuality are quite different from yours.

Grading Criteria: I use a point system, which clarifies grading considerably. Be there, participate, complete your assignments promptly and all will be well.

<u>Grading Scale</u>		<u>Activities and Points</u>	
Letter Grade	Points	Attendance/Participation	120
		APA pre-class Paper	60
		Freestyle post-class Paper	60
		End of class Quiz	60
A	280-300		
A-	260-280		
B	240-260	Total Points	300
B-	220-240		
C	200-220		
C-	180-200		
D	160-180		
D-	140-160		
F	<140		

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop

writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

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