

Argosy University
San Francisco Bay Area
Human Sexuality
PC 6200 – Blended Format

		<u>Date</u>	<u>Section</u>
<u>Dates:</u>	Summer I:	June 6	BLA
		June 7	BLB
	Summer II:	July 11	BLC

Instructor Rob Mince

Each of the three dates above represent the in-class portion of an Entire section of PC 6200. You're only in class for one day.

The blended portion of the class is described below and will take place Before and after each one-day class.

Meetings: 9:00 am – 6:00 pm Weekend Format (blended)

Textbook: Our Sexuality (Paperback), Crooks, Robert L.; Baur, Karla
10th Edition, 2008, Wadsworth, Inc, Required
ISBN: 0-495-10326-8

Email: rmince@sbcglobal.net,

Phone: 415-244-0507

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 (indicated by bold type). Students may not withdraw from this course after the date 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 11, 2009

Summer Session II (7.5 week courses): August 3, 2009

Summer Full Term (15 week courses): July 14, 2009

Course Description

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

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.

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
 - Ellis
 - 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.

Reading Assignments

We will visit topics within each of the following chapters, so you should be familiar with the entire text to some degree (especially material that grabs your attention). I realize there isn't time to read the entire textbook for a one-day class, but you should be able to discuss aspects of each chapter.....courageously and with vim and vigor. Blushing is appropriate.

Chapter 1:	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

Contact Policy

If you have concerns, questions, or confusion about anything in this course, email me at the above address or call any night before 10:30. Please don't wait until an issue becomes an emergency, address it right away....you'll be so glad you did. I'll get back to you definitely within 24 hours, but probably sooner.

Academic Honesty

Students are expected to submit original work in this class. Scholarly resources and other sources of information must be documented appropriately. In addition, it is not permitted to resubmit work produced for one course in a subsequent course. Students found guilty of

academic dishonesty or plagiarism are subject to disciplinary action by the University. A complete description of Argosy's policy on academic honesty can be found on page 11 of the *Academic Catalog*.

Philosophy of Course Activities

The Study of Human Sexuality is information-intensive and emotionally charged. I will ask you to increase your knowledge by actively participating in class, reading all text assignments, and expressing in writing your personal experience of the presented material to the greatest extent possible.

Assignments

1. Before our class day, I would like you to look at pictures from each chapter of our textbook, pick out 10 and write a brief, affect-based account of your experience of each image. **The image-based paper is due in hard copy at the start of the class day and is part of your grade.** I'm looking for your gut-level reaction to what you see. Your future clients will benefit greatly if you experience your strongest reactions NOW rather than in front of them. Please avoid objective descriptions of the pictures since that perspective tends to allow us to distance ourselves from our feelings. Go with your guts! Bring them to class!!

2. Your presence and active participation are your first and foremost assignments for this class. Direct, alert involvement is vital to your learning because our subject packs a strong emotional impact.....all in one day. If you come to a 9-hour class even one hour late, you will have missed important collaborative learning, a sense of community, and your chance for an "A. If you have a serious emergency, I'll need to see and check out some form of official documentation in order to excuse your lateness. **Nothing is as effective as being there!**

2+. As part of your participation grade, you will be required to take part in at least one role play. It should be fun but if it's a little nervous-making, you might come away proud of your courage.

3. Following our class weekend, you will write an informal paper (3-4 pages, **no more than four, no less than three**), typed and sent to me in hard copy no later than 7 days following our class day....don't wait, write it up while your feelings are fresh!) This paper will be a contrast between your pre-and-post-class impressions of yourself and what it was like for you to take this class. I hope you take this opportunity to explore things like: your excitement, discomfort, shyness, amazement, moral conflicts, religious conflicts, surprise, shame, joy, shock, or any number of feelings that came up or are still coming up for you that you either didn't have time to process, or chose not to share during class (which is your call). Here's my address:

Rob Mince
1450 Castro Street, #20
San Francisco, CA 94114

Please do not simply mirror textbook facts (though it's a great text and can serve as a reference for you and your clients for some time to come). For this paper, however, a rich reflection of your process in class can very possibly help your future clients who will come to you hoping you'll be willing to listen and be open to whatever it is that's on her or his mind.

Rubric for written assignments:

A grade of 20 points reflects a paper that:

- (1) is written at graduate student level
- (2) is free of typos and incomplete sentences/thoughts.
- (3) is organized so the reader will feel intelligently informed by the writer's clarity, honesty, comfort with the English language, respect for other students' confidentiality.

A grade of 15 points reflects a paper that:

- (1) interesting in content but lacks a clear direction for the reader
- (2) contains a few misspelled words
- (3) is too short or too long to comply with the assignment requirements.
- (4) shows signs of having been thrown together without personal reflection.

A grade of 10 points reflects a paper that:

- (1) was not well thought out
- (2) simply mirrors text material without personal reflection
- (3) contains many typos, grammatical errors
- (4) leaves the reader (me) feeling as though the student put no personal commitment into the assignment

Rubric for Class Participation

A grade of 60 points reflects a student who:

- (1) is truly present and verbally active for waay-most of the class day
- (2) initiates discussion and is alert and sensitive to others' ideas
- (3) Participates in at least one role play
- (4) shares something of her or his feelings, opinions, perspectives in the context of our topic.

A grade of 50 points reflects a student who:

- (1) is present for class relating but sits back and lets others initiate and respond to a number of important topics of the class day
- (2) is late in returning from scheduled breaks
- (3) leaves the class a short time before the class ends for the day

A grade of 40 points reflects a student who:

- (1) rarely speaks up and/or completely relies on others to maintain discussions and class activities
- (2) arrives ½ hour late and/or leaves ½ hour early
- (3) generally puts forth little effort to make his- or herself available for our quasi-group-like class process.

Grading:

<u>Assignment</u>	<u>points</u>
Pre-class text-image paper	20
In-class participation	60
Post-class before and after reflection paper	20

Total Points _____ **100**

(Notice how vitally important participation is!)

Letter Grade Calculation

90-100 = A

80-90 = B

70-80 = C

<70 = F

Accommodations:

It is the policy of Argosy University/SFBA to make reasonable accommodations for qualified students with disabilities, in accordance with the American 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 accommodations 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.

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

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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.