



Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 4327: Social Work and Human Sexuality

Course Dates, Time, and Location

Summer II Semester, 2011: July 6, 2011 to August 5, 2011
Monday through Friday: 10:00 pm - 11:45 pm
Academic Building, Room 201A

Instructor Contact Information

Joel L. Carr, Ph.D., LCSW, LPC
Assistant Professor
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Office Hours: MTWRF 9:00 am – 10:00 am
MTWRF 11:45 am – 12:45 pm

Course Description

Provides a biopsychosocial perspective on human sexuality across the lifespan. Topics include the male and female sexual anatomy/physiology, multicultural perspective of sexuality, sexual behavior, sexual orientations, sexuality across the life cycle, the prevention and treatment of sexuality problems, and social problems related to human sexuality.

Course Introduction

Like many areas of scientific inquiry and practice, the study of human sexuality benefits from interdisciplinary collaboration; for example, biologists, psychologists, sociologists, anthropologists, social workers, counselor educators, human ecologists, physicians, public health professionals, and others who study human sexuality. In this course, like the title of the course suggests, our investigation of sexuality is limited to humans. Additionally, we will take a biopsychosocial perspective which integrates biological (e.g., anatomy, physiology, health, ecology), psychological (e.g., cognitions, emotions, individual behavior and dysfunction, attitudes), and social (e.g., culture, gender/sex roles, socialization, values, deviance) perspectives about human sexuality consistent with scientific basis of social work practice.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)

Students need to be aware that due to the subject matter of the course, content and discussion will focus on sex, sexuality, sexual behavior, sexual deviance, sexual diversity, and so forth. Such will be openly discussed. Consequently, students will need to have an open mind, exercise a mature attitude, and be respectful of others' opinion and comments. The open discussion of sex, sexuality, sexual behavior, sexual deviance, and so forth is encouraged within the context of the course structure. In fact, all questions asked in "good faith" are acceptable. Such open discussion is a part of liberal arts education and is seen by the instructor as essential to the learning process. Moreover, this course has an applied focus. This means that the material presented and discussed in this course is designed to enhance the professional practice skills of students who desire to become social workers and other types of licensed mental health professionals (e.g., counselors, psychologists, marriage and family therapists, and so forth).

Course Competencies: Social Work Knowledge, Values, and Skills

EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.

Students will gain knowledge of professional social work (e.g., history, philosophy, values, etc.) and what it means to be a professional social worker in relationship to social work roles, functions, and professional boundaries. Students will gain knowledge of the professional values of the social work profession and work to recognize their personal values in relationship to the professional values of the social work profession. Students will begin gaining the skills necessary to identify as professional social workers and conduct themselves accordingly in their behavior, appearance, communication (written and oral), use of supervision, and the value of career-long learning.

EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.

Students will gain knowledge of what critical thinking is, and how it can be applied to multiple sources of knowledge and models of assessment, prevention, intervention, and evaluation. Students will learn the value of critical thinking as it relates to scientific inquiry, reasoned discernment, and its importance to competent social work practice. Students will gain skills to distinguish, appraise, and integrate multiple sources of knowledge relating to human development and sexuality, making applications to models of assessment, prevention, intervention, and evaluation. Students will practice their critical thinking skills in written assignments.

EP 2.1.4 -- Engage diversity and difference in practice.

Students will gain knowledge of how culture, social organization, and personal values may oppress, marginalize, alienate, or unjustly create power or privilege for certain groups. Students will recognize their own personal values and biases when working with diverse groups in efforts to respect the dignity and worth of every person and promote social justice in practice. Students will gain skills in recognizing and communicating differences between people. They will begin to gain skills necessary to respect the value of diversity, and recognizing clients as informants about various areas of diversity.

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EP 2.1.5 -- Advance human rights and social and economic justice.

Students will gain knowledge by understanding the forms and mechanisms of oppression and discrimination. Students will learn skills necessary to advocate for human right and social and economic justice, using social work values to guide their efforts.

EP 2.1.6 -- Engage in research-informed practice and practice-informed research.

Student will gain knowledge of the social work literature (i.e., research) that can be used to inform generalist social work practice. Students will learn skills to apply practice experience in scientific inquiry. Students will incorporate social work values and ethics in their discussion of research informed practice and practice informed research.

EP 2.1.7 -- Apply knowledge of human behavior and the social environment.

Social workers will gain the knowledge necessary to incorporate human behavior in the social environment across the lifespan to generalist social work practice. Student will learn the skills necessary to critique and apply biological, psychological, and social theories to generalist social work practice. Students will learn the importance of employing social work ethics and the profession's core values to guide their application of human behavior in the social environment to generalist social work practice.

EP 2.1.9 -- Respond to contexts that shape practice.

Students will gain knowledge of the dynamic nature of social work practice including evolving organizational, community, and social context.

EP 2.1.10(a)–(d) -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students will gain the knowledge necessary to engage, assess, intervene, and evaluate with clients (i.e., individuals, couples, families, groups, organizations, and communities) regarding issues relating to sexuality.

Course Materials

Required Texts:

Crooks, R., & Baur, K. (2011). *Our sexuality* (11th ed.). Belmont, CA: Cengage Learning/Wadsworth.

ISBN: 978-0-495-81294-4

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ISBN: 978-1-4338-0561-5

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

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Grading Information

Grading Scale:

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

Point Values and Description for Assignments and Examinations:

Professional Performance

10%

This is relevant to attendance and engaging in class activities, including frequency and quality.

- PB1 Advocate for client access to the services of social work.
- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB5 Engage in career-long learning.
- PB6 Use supervision and consultation.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Examinations

60%

There will be two (2) online, open book, multiple attempt (no more than three attempts), timed, examinations in this course. Each of these examinations is worth 30% of your total course grade. You will take each of these examinations via Blackboard using the Respondus LockDown browser.

- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB19 Advocate for human rights and social and economic justice.
- PB24 Critique and apply knowledge to understand person and environment.

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- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Term Paper

30%

All students will write a term paper that adheres to the guidelines published in the American Psychological Association's most recent publication manual. You must have at least three peer-reviewed articles and two books as references (more areas are acceptable and encouraged); the paper must be at least eight (8) pages long including cover sheet and references. Students may not use any "Wiki" source.

Each student will write short term paper over a topic of their interest broadly relating to human sexuality; examples may include, but are not limited to, gender and sexuality, GLBT concerns and challenges, sexual development, interpersonal relationship development, pornography, biological aspects of attachment, and so forth. This is an assignment that is designed to facilitate critical thinking about topics related to human sexuality, and is designed to facilitate the application of what you learned from your textbook and class discussion to life or professional practice. You are encouraged to synthesize of what you have learned from the course with what you already know about human sexuality, human diversity, professional values and practice, personal experience, other courses that you have taken, and your own ideas or values. Arguments presented in the paper must be supported by peer reviewed literature.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB21 Use practice experience to inform scientific inquiry.
- PB22 Use research evidence to inform practice.
- PB24 Critique and apply knowledge to understand person and environment.

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- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: [http://www.angelo.edu/forms/pdf/2010-2011 Undergraduate Catalog.pdf](http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf)
- All students are expected to follow the National Association of Social Workers [*Code of Ethics*](#).
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student life/disability.html](http://www.angelo.edu/services/student_life/disability.html)

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Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 7/6-7/8	<p>Course Orientation</p> <p>Reading: Chapters 1-2</p> <p>Lecture Topics: Diversity and Sexuality; Sex Research</p>
Week 2 7/11-7/15	<p>Reading: Chapters 3-6</p> <p>Lecture Topics: Female Anatomy and Physiology; Male Anatomy and Physiology; Gender Issues; Sexual Arousal and Response</p> <p>Assignment: Paper Topic and Outline Due</p>
Week 3 7/18-7/22	<p>Reading: Chapters 7-10</p> <p>Lecture Topics: Intimate Relationships; Sexual Behavior; Sexual Orientation; Contraception</p> <p>Exam 1: Chapters 1-9, 7/25/2011 to 7/27/2011</p>
Week 4 7/25-7/29	<p>Reading: Chapters 11-14</p> <p>Lecture Topics: Conception; Child and Adolescence Sexual Development; Adult Sexuality; Sexual Disorders</p> <p>Assignment: Term Paper Draft Due</p>
Week 5 8/1-8/5	<p>Reading: Chapters 15-18</p> <p>Lecture Topics: Sexually Transmitted Diseases; Sexual Deviance; Sexual Coercion; Pornography, Erotic Dancing, Prostitution</p> <p>Assignment: Term Paper Due (8/3/2011)</p> <p>Exam 2: Chapters 10-18, 8/3/2011 to 8/5/2011</p>

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