Course Dates, Time, and Location

Summer II Semester, 2019:
July 8, 2019 to August 7, 2019
Online: Blackboard
Section: D 010

Instructor Contact Information

Thomas W. Starkey, Ph.D., LCSW
Chair and Associate Professor of Social Work
HHS 224J
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Office Hours: MTWRF: 8:00 am – 10:00 am (I will be available via Collaborate during these hours, on Blackboard) or by appointment.

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,

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
attitudes), and social (e.g., culture, gender/sex roles, socialization, values, deviance) perspectives about human sexuality consistent with scientific basis of social work practice.

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).

**Student Learning Outcomes and Course Competencies: Social Work Knowledge, Values, and Skills**

**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 2.1.7 -- 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 2.1.10(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:


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.).

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.

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Discussion Board Questions 20%

Each student will be placed into a group identified at the beginning of the course. Each group will need to meet within your Groups in Collaborate to discuss each week’s Discussion Question(s). This is accomplished by clicking on the Collaborate Sessions Tab, on the left side of the screen. After meeting, the group will assign one member to post to the Discussion Board, a collective group response. Each student will also respond to at least one other group’s posting.

Examinations 40%

There will be four (4) online, open book, multiple attempt (no more than two attempts), timed, examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus LockDown browser.

Testing via Respondus™ Monitor

Access to quizzes and exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

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OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

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Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

Other Notes:
- Be sure not to mute your microphone. It is important that the audio be on.
- Be sure to have a light source in front of or next to your computer monitor. If your image is dark and difficult to see on the “Student Photo” step, please add lighting to the front of your computer and retry.
- Make sure that on the “Student Photo” step, you are nicely framed so your face and shoulders can be seen as well as some of the background.
- *****Use an Ethernet cord to “hard wire” your computer to the router helping to ensure you will not lose connection with Blackboard.

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 five 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.

An outline will be provided in Blackboard once the semester begins.

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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

- 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

- 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

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# Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1 7/8-7/12</td>
<td><strong>Course Orientation</strong></td>
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<tr>
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<td>Reading: Chapters 1-2</td>
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<td></td>
<td>Lecture Topics: Perspectives on Sexuality and Sex Research</td>
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<td>Week 2 7/15-7/19</td>
<td>Reading: Chapters 3-6</td>
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<td>Lecture Topics: Female Anatomy and Physiology; Male Anatomy and Physiology; Gender Issues; Sexual Arousal and Response</td>
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<td>Assignment: Paper Topic and Outline Due</td>
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<td>Exam 1: Chapters 1-6, 7/19 to 7/22</td>
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<tr>
<td>Week 3 7/22-7/26</td>
<td>Reading: Chapters 7-10</td>
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<td></td>
<td>Lecture Topics: Intimate Relationships; Sexual Behavior; Sexual Orientation; Contraception</td>
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<td>Exam 2: Chapters 7-10, 7/26 to 7/29</td>
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<tr>
<td>Week 4 7/29-8/2</td>
<td>Reading: Chapters 11-14</td>
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<td></td>
<td>Lecture Topics: Conceiving Children; Sexuality During Childhood and Adolescence; Adult Sexuality; Sexual Difficulties and Solutions</td>
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<td>Assignment: Term Paper Due (8/2)</td>
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<td>Exam 3: Chapters 11-14, 8/2 to 8/5</td>
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<td>Week 5 8/5-8/7</td>
<td>Reading: Chapters 15-18</td>
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<td></td>
<td>Lecture Topics: Sexually Transmitted Infections; Atypical Sexual Behavior; Sexual Coercion; Sex for Sale</td>
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<td>Exam 4: Chapters 15-18, 8/7</td>
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