

Argosy University
San Francisco Bay Area
PC6200 (BLB) - Human Sexuality

Instructor Rob Mince Dates: Summer I: May 26, Summer II: July 14, July 15, 2007

Textbook: Crooks, R. L., & Baur, K. (2005). *Our Sexuality*. Wadsworth.
ISBN: 0-534-63375-7 Paperback: 0-534-65176-3

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Contact Policy

If you have concerns or questions about anything in this course, email me or call any night before 10:30. Please don't wait until an issue get huge, deal with it quicklyyou'll be so glad you did. I'll do my best to get back to you within 24 hours.

Course Description

Human Sexuality is a basic course providing an introduction to a wide variety of sexual concerns, interests, and problems, which confront client and their therapists, in the therapeutic setting. Since this course is time-limited, there will be considerable emphasis on accessing additional information and resources. Your instructor will provide a display table of books and videotapes, and portions of sexually explicit videos will be shown. Students will be asked to purchase a reader, which will include an annotated bibliography, illustrations of sexual anatomy, a summary of STD's and their prevention, a summary of safe sex materials and their field evaluation, a list of informational hotlines and websites, and a list of sex positive medical professionals. Topics to be either addressed in the readings and/or discussed include: basic sexual anatomy and physiology; developmental sexuality, gender and sexual diversity issues, sex and the disabled, STDs and safe sex, the impact of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior, modern sex therapy, and sexual transference and countertransference in therapy. The class will conclude with a guest panel on sexual diversity. Students will be encouraged to bring questions and to actively participate in both classroom and panel discussions.

Course Objectives

By the end of this course, students should be able to:

- Be familiar with other cultural sexuality and comparisons to current US sexual practices and attitudes.
- Discuss basic factual sex information: anatomy and physiology of sex, STDs and their prevention, safe sex, and how to access additional resources.
- Understand how to discuss sexual issues in the therapy office
- Identify impact of therapist's attitudes, biases, and lack of information in sexual matters.

- Identify when to refer client to: a therapist more comfortable with a particular sexual issue or sexual orientation, and/or, a sex positive medical professional: urologist; gynecologist; endocrinologist; proctologists; internists. OR, A sex-positive psychiatrist.
- Discuss issues of the right to responsible sexual expression: (sex and the disabled, sex and aging, unusual consensual sexual interests, etc.)
- Exercising caution about assuming that a sexual problem is psychological, physical, or physiological.
- Be familiar with professional ethics that govern sexual issues in the therapy office.

Philosophy

The Study of Human Sexuality is information-intensive and can be emotionally charged, so make sure to participate and collaborate as ideas and issues unfold. This is not only a requirement for a good grade, but a gift to your future clients, who will need you to be able to hear and respond to their world of sexuality, whatever that may be.

Methods of Instruction

The single day of this course will be spent mostly in the classroom and amplified by an online assignment that follows our day in class. Since this subject matter is sensitive and sometimes upsetting, students need to read all assigned textbook chapters in order to maximize opportunities for our heavily-discussion format that can sometimes generate sensitive feelings around topics in sexuality. Do not rely on other students to “carry the ball.” The better prepared we are, the richer our learning can be. Discussions will be supported by BRIEF lectures, videos, activities. There will be tiny quizzes during the day to help solidify the material. At the end of the day, there will be a final exam that represents to a great extent the material from the tiny quizzes.

Content Area

Students are required to read the following portions of the text *before* class:

Part I	Introduction	pp. 1-80
Part II	Biological Bases	pp. 80-181
Part III	Sexual Orientation	pp. 268-298
Part IV	Sexual Problems	pp. 428-525

Student Performance Evaluation Criteria and Procedures

Full attendance is required to pass this course (which, in this case means “STAY ALL DAY to get credit. Missing any portion of the class will require the student to retake the entire class when it is next presented.

Criteria for Class Participation

A = 90+ Student actively participated in discussions in 80% or more of class sessions; most comments were thoughtful and reflected text preparation.

B= 80-89: Student actively participated in discussions in 80% or more of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings.

C = 70-79: Student participated in discussions in 70% or more of class sessions; comments/questions demonstrate a surface level understanding of course topics

F = < 70: Student participated in less than 70% of class sessions; comments/ questions did not demonstrate an understanding of course topics, or student did not participate in class discussions and activities.

Grading:

93-100 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
77-79 C+
73-76 C
70-72 C-
69-below F

TERMS AND NOTED RESEARCHERS IN SEXOLOGY

gender, sex, gender identity, transexual, transgender, intersexual, androgyny, sexology, vaginal photoplethysmograph, Cowper’s glands, Bartholin’s glands, smegma, Grafenberg spot, cavernous bodies, spongy body, Kegels, prostate, epididymis, pheromones, “spectatoring”, homophobia, Stonewall incident, anorgasmia, male orgasmic disorder, dyspareunia, Peyronie’s disease, vaginismus, endometriosis, vulvar vestibulitis syndrome, sensate focus, chlamydia, trichomoniasis, genital warts, HAART.

William Masters and Virginia Johnson; David Schnarch, Alfred Kinsey, Cheryl Chase. Master’s and Johnson’s sexual response cycle. David Schnarch’s model of sexual response, and how it differs from Masters and Johnson.

- Six biological categories believed to contribute to gender identity formation.
- Three commonly prescribed medications, which may affect sexual function

- and in what ways
- Three abused or illicit drugs which can effect sexual function, and in what ways
 - Contra-indications for the use of Viagra and newer Viagra like drugs
 - Common STD's and their prevention: herpes, HPV, HIV-AIDs,
 - Safe sex techniques, and where to refer clients for good information and materials
 - Current legal and ethical standards for sexual relationships with clients
 - Primary steps to address common clinical presentations of sexual issues.
 - How to introduce frank discussions of sex in the therapy office.

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.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam, or project, and what sources may be used.

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 are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com) and 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.

ADA Policy:

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its education programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at (510) 215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline

include details regarding assignments and method of instruction.

ACCOMMODATIONS:

It is the policy of Argosy University/SABA 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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.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.argosyu.edu/infolit/>

Academic Policies

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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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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.

Rubric for Assessing Student Performance on Program Learning Outcomes

Name: _____ Date: _____
 Evaluator: _____

Section 1a: Cognitive Abilities: Critical Thinking

Given a psychological issue, employs skeptical inquiry and a scientific approach

Q	3 = Exemplary	<ul style="list-style-type: none"> • Student consistently exhibits the ability to pursue, consider, and/or assess a wide range of psychological perspectives and theories within written and oral presentations. • When presenting (in written work or orally), the student consistently is able to
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		<p>acknowledge and explore a given topic from multiple perspectives. <i>(For example the student clearly exhibits an ability to view a given behavior from more than one of the following perspectives: neuroscience, evolutionary, behavioral, cognitive, and socio-cultural and can clearly describe the complementary nature of a multiple perspective).</i></p> <ul style="list-style-type: none"> • Student consistently exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue. <i>(For example the student always avoids the expectation of simple cause-effect relationships and does not mistake correlation for causation within written and oral presentation).</i>
Q	2 = Proficient	<ul style="list-style-type: none"> • Student exhibits proficiency in the ability to pursue, consider, and/or assess a wide range of psychological perspectives and theories within written and oral presentations. • When presenting (in written work or orally), the student is able to acknowledge and explore a given topic from multiple perspectives. <i>(For example the student exhibits an ability to view a given behavior from more than one of the following perspectives: neuroscience, evolutionary, behavioral, cognitive, and socio-cultural and can clearly describe the complementary nature of a multiple perspective).</i> • Student more often than not exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue. <i>(For example the student on the whole avoids the expectation of simple cause-effect relationships and does not mistake correlation for causation within written and oral presentations).</i>
Q	1 = Adequate	<ul style="list-style-type: none"> • Student adequately exhibits the ability to pursue, consider, and/or assess a wide range of psychological perspectives and theories within written and oral presentations. • When presenting (in written work or orally), the student is consistently able to acknowledge and explore a given topic from multiple perspectives. <i>(For example, occasionally exhibits an ability to view a given behavior from more than one of the following perspectives: neuroscience, evolutionary, behavioral, cognitive, and socio-cultural and can clearly describe the complementary nature of a multiple perspective).</i> • Student intermittently exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue. <i>(For example the student is sometimes able to avoid the expectation of simple cause-effect relationships and does not mistake correlation for causation within written and oral presentations).</i>
Q	0 = Unacceptable	<ul style="list-style-type: none"> • Student does not exhibit the ability to pursue, consider, and/or assess a wide range of psychological perspectives and theories within written and oral presentations. • When presenting (in written work or orally), the student is not able to acknowledge and explore a given topic from multiple perspectives. <i>(For example exhibits no an ability to view a given behavior from more than one of the following perspectives: neuroscience, evolutionary, behavioral, cognitive, and socio-cultural and can clearly describe the complementary nature of a multiple perspective).</i> • Student does not exhibit the ability to systematically analyze, synthesize and express the complexities in a given issue. <i>(For example the student can identify only simple cause-effect relationships and frequently mistakes correlation for causation within written and oral presentations).</i>

Section 1b: Cognitive Abilities: Information Literacy

Given a research question related to psychology, access information from a variety of sources and select appropriate sources to respond to the question.

- Q 3 = Exemplary
 - An excellent paper/presentation.
 - Student examines the literature extensively, by reviewing articles from a variety of appropriate sources, extracting the important information and logically applying it in an in-depth response to the question.
- Q 2 = Proficient
 - A good paper/presentation.
 - Student examines a variety of appropriate sources from the literature.
 - Paper/presentation is logical and accurate and covers the topic well.
 - May have minor errors.
 - Demonstrates basic use of scholarly literature (provides less extensive review).
- Q 1 = Adequate
 - Reproduces simplistic, textbook capsules of information about behavior.
 - Conducts limited, perfunctory literature search.
 - Some weakness demonstrated in ability to select or apply pertinent information in answering the question.
 - Relies on secondary sources extensively.
- Q 0 = Unacceptable
 - Relies solely on subjective/personal experience and/or popular press reports of psychology and anecdotal evidence.
 - Selects sources based on personal bias.
 - Minimally able, or unable, to select pertinent information or apply it to the question.

Academic Honesty

Section 2: Research: Understanding Research Methods

Given an article about research findings in the field of psychology from a scholarly journal, identify the research design and statistical tools used (including research design, data analysis, and interpretation) and the findings of the article.

Q	3 = Exemplary	<ul style="list-style-type: none"> • Student correctly summarizes the research design, statistical and other evaluative tools, and findings of the article • AND uses sound reasoning as a basis for criticizing the research results.
Q	2 = Proficient	<ul style="list-style-type: none"> • Student correctly summarizes the research design, statistical and other evaluative tools, and findings of the article.
Q	1 = Adequate	<ul style="list-style-type: none"> • Student correctly summarizes 2 of the following: the research design, statistical and other evaluative tools, and findings of the article.
Q	0 = Unacceptable	<ul style="list-style-type: none"> • Student correctly summarizes 1 or none of the following: the research design, statistical and other evaluative tools, and findings of the article.

Section 3a: Communication Skills: Oral

Effectively present psychological concepts orally as appropriate to the audience.

Q	3 = Exemplary	<ul style="list-style-type: none"> • <i>Organization:</i> Presentation is clear, logical and organized. Listener can follow line of reasoning. • <i>Style:</i> Level of presentation is appropriate to audience. Presentation is a planned conversation, paced for audience understanding. • <i>Language use and grammar:</i> Sentences are complete and they flow together easily. Words are chosen for their precise meaning.
Q	2 = Proficient	<ul style="list-style-type: none"> • <i>Organization:</i> Presentation is generally clear and well organized. A few minor points may be confusing. • <i>Style:</i> Level of presentation is generally appropriate. Pacing may be too fast or too slow. • <i>Language use and grammar:</i> For the most part, sentences are complete and they flow together easily. With a few exceptions, words are chosen for their precise meaning.
Q	1 = Marginal	<ul style="list-style-type: none"> • <i>Organization:</i> Organization seems haphazard. Listener can follow presentation with effort. Some points are not clear. • <i>Style:</i> Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. • <i>Language use and grammar:</i> Listeners can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete.
Q	0 = Unacceptable	<ul style="list-style-type: none"> • <i>Organization:</i> Logic of arguments is not made clear. Listeners are confused. • <i>Style:</i> Presentation consistently is too elementary or too sophisticated for the audience. Information is read to audience. • <i>Language use and grammar:</i> Listeners are so distracted by the presenter's apparent difficulty with grammar and appropriate vocabulary that they cannot focus on the ideas presented.

Section 3b: Communication Skills: Written—

Effectively present psychological information, in writing, using software and style appropriate to the audience.

Q	3 = Exemplary	<ul style="list-style-type: none"> • Written work offers conciseness and clarity in content, language use, grammar, organization and sentence structure. • APA format is utilized appropriately. • Discussion, reflection, application and analysis of psychological concepts are presented in succinct, systematic and thorough manner.
Q	2 = Proficient	<ul style="list-style-type: none"> • Written work offers conciseness and clarity in content, language use, grammar, organization and sentence structure. • Appropriate application of APA format. • Discussion, reflection and applications of psychological concepts are presented in systematic fashion.
Q	1 = Adequate	<ul style="list-style-type: none"> • Written work is organized • Clear APA formatting and discussion. • Identification and discussion of psychological concepts are presented in a systematic fashion.

Q	0 = Unacceptable	<ul style="list-style-type: none"> • Written work offers unorganized discussion. • Lacks appropriate APA format. • Identification of psychological concepts is minimal; comprehension stated in content is absent.
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Section 4a: Ethics

Identify the issues and challenges related to ethics in the field of psychology.

Q	3 = Exemplary	<ul style="list-style-type: none"> • Given a case or example, recognizes more subtle breaches in ethical practices in psychology and can suggest alternative analyses and choices of behaviors. • Accepts and adheres to prescribed professional ethical principles, as related to a wide range of settings including business and human resources, clinical and counseling, tests and measurements, and research.
Q	2 = Proficient	<ul style="list-style-type: none"> • Can identify how ethical standards apply to a given psychological issue • Accepts and adheres to prescribed ethical principles.
Q	1 = Adequate	<ul style="list-style-type: none"> • Recognizes existence of and rationale for ethical standards of psychology.
Q	0 = Unacceptable	<ul style="list-style-type: none"> • Shows limited awareness of or misconstrues general ethical practices in psychology.

Section 4b: Diversity

Identify the issues and challenges related to diversity in the field of psychology.

Q	3 = Exemplary	<ul style="list-style-type: none"> • Recognizes more complex issues in diversity and can independently, with sensitivity and respect, apply considerations to specific issues related to gender, ethnicity, religion, sexual orientation, age, etc. • Recognizes personal biases.
Q	2 = Proficient	<ul style="list-style-type: none"> • When prompted, understands the importance of diversity and can apply, with sensitivity and respect, considerations to specific issues related to gender, ethnicity, religion, sexual orientation, age, etc. • Recognizes personal biases.
Q	1 = Adequate	<ul style="list-style-type: none"> • Recognizes the existence of diversity issues in the field of psychology.
Q	0 = Unacceptable	<ul style="list-style-type: none"> • Shows limited awareness of diversity issues in psychology. • Bases opinion solely on subjective experience/personal bias.

Section 5: Knowledge of the Field

Recognize the major concepts, theoretical perspectives, empirical findings, applications, and historical trends in psychology.

Q	3 = Exemplary	<ul style="list-style-type: none"> • Student consistently exhibits the ability to recognize the major concepts, theoretical perspectives, empirical findings, applications and historical trends in a psychology or within a specific area of study in the field. <i>(For example the student consistently exhibits (on exams, in written work or orally), an exceptional comprehension of the concepts and theories related to a/the field of study).</i>
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Q	2 = Proficient	<ul style="list-style-type: none"> • Student frequently exhibits the ability to recognize the major concepts, theoretical perspectives, empirical findings, applications and historical trends in a psychology or within a specific area of study in the field. <i>(For example the student exhibits (on exams, in written work or orally), comprehension of the concepts and theories related to a/the field of study).</i>
Q	1 = Adequate	<ul style="list-style-type: none"> • Student adequately exhibits the ability to recognize the major concepts, theoretical perspectives, empirical findings, applications and historical trends in a psychology or within a specific area of study in the field. <i>(For example the student exhibits (on exams, in written work or orally), an uneven comprehension of the concepts and theories related to a/the field of study).</i>
Q	0 = Unacceptable	<ul style="list-style-type: none"> • Student does not exhibit an ability to recognize the major concepts, theoretical perspectives, empirical findings, applications and historical trends in a psychology or within a specific area of study in the field. <i>(For example the student fails (on exams, in written work or orally), to communicate a comprehension of the concepts and theories related to a/the field of study).</i>

Section 6: Knowledge of Applied Psychology

Apply psychological principles to personal, social, and/or organizational issues.

Q	3 = Exemplary	<ul style="list-style-type: none"> • Student consistently interprets personal, social, and/or organizational phenomena in terms of psychological theories, empirical data, and best practices. <i>(For instance, student can consistently provide examples of how psychological principles operate in his/her everyday decision-making and interactions with others, in the news, and in organizations s/he comes into contact with such as schools, workplaces, and places of worship and recreation).</i> • Student is able to provide explanations that incorporate psychological principles, predictions indicated by principles and limitations of principles.
Q	2 = Proficient	<ul style="list-style-type: none"> • Student frequently interprets personal, social, and/or organizational phenomena in terms of psychological theories, empirical data, and best practices. <i>(For instance, student can frequently provide examples of how psychological principles operate in his/her everyday decision-making and interactions with others, in the news, and in organizations s/he comes into contact with such as schools, workplaces, and places of worship and recreation).</i> • Student may be able to provide explanations that incorporate psychological principles, predictions indicated by principles, OR limitations of principles.
Q	1 = Adequate	<ul style="list-style-type: none"> • Student adequately uses psychological theories, empirical data, and best practices to discuss personal, social, and/or organizational phenomena. <i>(For instance, student can sometimes provide examples of how psychological principles operate in his/her everyday decision-making and interactions with others, in the news, and in organizations s/he comes into contact with such as schools, workplaces, and places of worship and recreation).</i> • Student may be able to provide explanations that incorporate psychological principles, predictions indicated by principles, OR limitations of principles.

Q	0 = Unacceptable	<ul style="list-style-type: none">• Student does not interpret personal, social, and/or organizational phenomena in terms of psychological theories, empirical data, and best practices. <i>Student does not provide examples of how psychological principles operate in his/her everyday decision-making and interactions with others, in the news, or in organizations s/he comes into contact with such as schools, workplaces, and places of worship and recreation.</i> Student does not provide explanations that incorporate psychological principles, predictions indicated by principles, or limitations of principles.
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