

Course Title: Human Sexuality

Course Numbers: PC6200

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Office Hours: By Appointment

Text:

Crooks, Robert and Bauer, Karla. (2005) *Our Sexuality*. 9th Ed. Wadsworth.
Casebound Edition: ISBN 0-534-63375-7 Paperback Edition: ISBN 0-534-65176-3

Required Reader: Approx \$30, pay Saturday AM . Reader is updated for each course presentation, and are prepaid by your instructor. You will not be permitted to purchase a used Reader.

Recommended Readings: Required Reader contains a detailed annotated bibliography.

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:

The primary objective of this course is to introduce students to the basics of Human Sexuality and to increase their awareness of how issues of sexuality arise and are addressed in clinical settings.

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

1. Identify subtle ways in which important sexual issues emerge in therapy.
2. Know basic factual sex information: anatomy and physiology of sex, STDs and their prevention, safe sex, and how to access additional resources.
3. Understand the basics of how to discuss sexual issues in the therapy office, know how to obtain an adequate sexual history to begin forming an appropriate treatment plan and identify potential necessary referrals.
4. Identify how the therapist's attitudes, biases, lack of information in sexual matters may impact therapy.
5. Identify when to refer to:
 - a. A therapist more skilled or comfortable with a particular sexual issue or sexual orientation.
 - b. A sex positive medical professional: urologists; gynecologists; endocrinologists; proctologists; internists.
 - c. A sex-positive psychiatrist
6. Discuss issues of the right to responsible sexual expression: (sex and the disabled, sex and aging, unusual consensual sexual interests, etc.)
7. Understand the crucial role of therapist-as-educator and the importance of providing clients with accurate information and helpful resources.
8. Exercising caution about assuming that a sexual problem is psychological.
9. Exercising caution about assuming that a sexual problem is physical.
10. Know the laws and professional ethics which govern sexual issues in the therapy office.

Methods of Instruction:

This course is taught in the class room in a two day weekend format from 10 AM to 5 PM Saturday and 10 AM to 2 PM Sunday. The instructor utilizes lecture, discussion, and class activities and exercises. There are numerous audio-visual materials presented, some of which are explicit. Students are free to leave if they find any of the materials objectionable. Students are required to come prepared having completed the Required Advance Preparation as described below. The course will conclude with a final exam, consisting of true false, multiple choice, and brief essay. Material required for the exam is described below.

Content Area:

REQUIRED ADVANCE PREPARATION FOR HUMAN SEXUALITY COURSES

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

Part I	Introduction	pp. 1-80
Part II	Biological Basis	pp. 80-181
Part III	Chapter 10 Sexual Orientations	pp. 268-298
Part V	Sexual Problems	pp. 428-525

Student Performance Evaluation Criteria and Procedures:

1. Full attendance and active participation in class discussion. 75 pts

2. Active participation in class activities and exercises. 75 pts
 3. Final Exam. 100 pts

FULL ATTENDANCE IS REQUIRED TO PASS THIS COURSE. THERE WILL BE NO MAKEUPS. STUDENTS MAY NOT ASK TO BE EXCUSED EARLY FOR ANY REASON. MISSING ANY PORTION OF 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; nearly all comments were thought provoking and incorporated material from the assigned readings.
- 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 = less than 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

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.

**HUMAN SEXUALITY CLASS
Important Information for the Final Exam**

- **Sexology Vocabulary and Important Persons in the Field of Sexology**

Most of these are explained and discussed in the required readings of your text. Anything not in your text will be covered in class.

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.**