

UNIVERSITY OF TEXAS AT TYLER

College of Nursing and Health Sciences
Department of Health and Kinesiology

ALHS 4326

ALHS 5326

Sexual Health

***Course Syllabus**

Fall 2009

Instructor

Cheryl M. Cooper R.N., MSN; PhD.

**Current learning opportunities or needs may require that some components of this syllabus be revised over the course of the semester. This will be done at the discretion of the faculty of the Department of Health and Kinesiology. Any substantive changes will be communicated to enrolled students verbally (in class) and/or by e mail, before the change goes into effect, and in time for students to make adjustments in class preparation.*

Course Information

Title: ALHS 4326 & ALHS 5326

Credit Hours: 3

Class Meeting Time: M W F 8AM – 8:50 AM

Location: HPC 3055

**Office hours: MWF *9-10AM and 11-12AM - other times by appointment

Instructor Information:

Name: Dr. Cheryl Cooper

Phone: 903 566-7263

E Mail: ccooper@uttyler.edu.

Course Materials

1. Internet Access
2. Student E mail and enrolment in Blackboard
3. Text : Strong, B; DeVault, C; Sayad, B; and Yarber, W. (2005).

Human Sexuality: Diversity in Contemporary America (6th Edition). Boston: McGraw- Hill.

ISBN - 13:978-0-07-312911-2

Course Description: the study of biological, psychological, socio-cultural, and ethical aspects of human sexual behavior, as they relate to health and wellness.

Course Objectives

Independent Study Objectives (2)

(students should assure that they are able to meet the following the following two objectives independently.

The material will not be covered in lectures but may be covered on exams. .

Students should be able to

IS Obj. 1 Identify anatomical structures related to sexual function.

IS Obj.2 Describe and compare the sexual response cycle in women and men

At the end of this course students should be able to:

1. define and explain the fundamental terms and concepts related to the study of human sexuality including the following::sexuality , gender, gender identity, gender roles, sexual identity, sexual behavior, and sexual orientation, sexism, feminism, heterosexism, and homophobia.
2. Identify and compare/contrast the dominant cultural beliefs, attitudes, and values associated with sex and sexuality in the United States, with those of other selected cultures.
3. Discuss the concepts of *normal* , *natural* and *moral* as they relate to sexual behavior.
4. Describe and summarize the contributions of early and contemporary sex researchers, to the understanding of human sexuality. Critique some selected contemporary sex research articles.
5. Discuss current theories and recent research findings on love, marriage, and intimate relationships.
6. Describe how various surgical procedures, health conditions, medications, alcohol and other drugs may affect sexual behavior.

7. Describe the socio-sexual development of men and women and the developmental changes that occur over the life cycle.
8. Describe and explain the range of human sexual behaviors (including the paraphilias) and explain the health implications of various behaviors.
9. Describe the most common sexually transmitted infections including etiology, natural history, treatment, and affect on pregnancy and fertility
10. Outline the history of contraception and birth control and discuss current methods of contraception and birth control including abortion and in vitro fertilization.
11. Define “sexual dysfunction”, describe some of the more common sexual dysfunctions including causes and treatment.
12. Describe approaches to discussing sex and sexuality as a health professional with clients. (taking a sexual history or addressing a risky sexual behavior.

Graduate Student Objectives

*Objectives will be the same as those listed for undergraduates,
in addition to the following :*

- 1. Develop and complete an individual research project.*
- 2. Periodically function as a facilitator in group discussions*
- 3. Prepare and present in class two selected topics.*

Instructional Methods:

- Lecture
- Class discussions – including small groups
- Other learning activities – inside and outside of class.

These will include the viewing of and preparing written responses to films, audio tapes, internet sites, guest speakers, and other assigned activities (both group and individual) .

Requirements for successful completion of the course

1. Completion assignments and exams as scheduled.
2. Active participation in class discussions and activities.
3. Taking and passing exams as scheduled

4. Receiving a minimum cumulative average (exams and projects) above 60%.

ABOUT EXAMS and GRADING

- All exams are open book/notes/everything.
- NOTE WELL! most students who have taken open book exams in this course have found them to be **at least** as challenging as closed book exams. (See *Taking an Open Book* exam document on BB under course documents).
- Exams (and quizzes) will consist primarily of objective, matching, true/false or multiple choice questions, covering class readings, class lectures, a-v presentations, and guest speakers' presentations. It is possible that there will be one or two questions requiring a response in the form of a discussion where you may be asked to do one or more of the following : apply information learned to a new situation, to analyze,critiqu,or evaluate a statement paragraph, essay or article .

Your grade for this course will be calculated as follows....

Midterm exam	35%
Final Exam	40%
Project (or activities)	20%

90 - 100%	= A
80 - 89%	= B
70 - 79%	= C
60 - 69%	= D
< 60%	= F

Course Overview

Please read carefully

Human sexuality is a topic that is fraught with challenges, from the perspective of the students and the instructor. In my experience of teaching this course for several years, I have found that some students initially feel that they know “all they need to know” about sex and sexuality, and see this class is “an easy elective”, or a course that can be approached casually.

In the past, students who maintained this view often did not get the desired or necessary grade, and some failed..

Although all of us have some degree of knowledge, and often many opinions about the topic, an understanding of human sexuality and its affects on health and well-being requires more than a superficial approach to learning. Human sexuality is a complex topic. For this reason, we will spend the majority of class time exploring the **IDEAS** that underlie individual and group attitudes about sex and sexuality. We will examine **facts, beliefs, attitudes, and values that** may help to explain various perspectives and behaviors. In particular we will look at how specific attitudes, beliefs and behaviors affect the health and well being of individuals and communities.

Audio-visual materials (Please read carefully)

Part of the course work involves the viewing of films and other materials, and reading and discussion of essays, books and other documents that may be uncomfortable for some students. Sometimes the reasons for discomfort are rooted in the way sex and sexuality was viewed by parents, religious leaders, or other influential adults, during the formative years. Perhaps some of the material may be upsetting because of some negative and/or traumatic experience that a student may have had in the past. If you are concerned that some materials may cause extreme emotional problems for you, please discuss your concerns with me before the end of week #2 (September 4).

Sexuality and the Health Professions

In order to function competently as a professional in health care or in some educational settings, it will be necessary to understand a variety of perspectives about sex and sexuality. Some of these may seem strange or wrong. You will not be asked to change your fundamental beliefs – only to demonstrate growth in your knowledge and understanding of the course materials, over the course of the semester. Once you gain more knowledge (facts), and are introduced to a variety of beliefs, values and attitudes that may differ from your own, you will, I hope, be better able to understand your own sexuality and that of individuals who have or may develop health problems related to sex and sexuality. As educators and health professionals you will be expected to be able to discuss sexual problems, issues and concerns comfortably with students, clients and patients, and if necessary, help them to access medical or mental health professionals. It is hoped that this course will help you to do this competently, and with the understanding that sex and sexuality is fundamental to human health and well being.

Required Learning Experiences

1. Assigned readings from the required text.

Class discussions and activities are based on the assumption that students have read the assigned chapters before class.

2. Regular attendance and participation in class discussions and activities.

No specific points are offered or deducted relative to attendance. BUT - attendance could make a difference if a student lacks one or two points in making the desired grade. In such a case, pop quiz grades, the attendance record, and level of class participation may be considered.

3. Two exams, one project and various in and out of classroom activities. It is possible that there will be one or

Miscellaneous Policies for This Course

1. LATE ASSIGNMENTS.

All assignments-written and oral, are due on the date assigned. If, due to an excused illness or other emergency, the project cannot be submitted on time, I must be notified at least 2 days in advance (the sooner the better). Have an alternative plan! It is not acceptable to notify me that a project is not ready on the day it is due. Points will be deducted from the final exam score if assignment is turned in late (one point for each day late).

Late papers should be put in my mailbox in the department office. Any late paper must be initialed and dated by a department member before it is left in my mailbox, otherwise I will assume it was submitted on the date and at the time I picked it up.

2. EXTRA CREDIT.

Extra credit projects are not available. Rather than do additional work on a different project, you are encouraged to focus more time and attention on the required course assignments.

3. WRITTEN WORK - QUALITY

Work that is not professional – that is, messy, and/or laden with grammatical and spelling mistakes, will be returned for rewriting. The earned score of the rewritten paper will be reduced by 20%.

4. BACK-UP COPIES

Students are expected to keep and have available upon request back-up copies of all written assignments

5. ATTENDANCE and MISSED CLASSES

Attendance will be taken daily. Please sign the attendance record on either side of the room near each entrance.

6. Respect

It is expected that students will demonstrate extraordinary respect for opinions and feelings expressed that may differ from his/her own. Discussing sex and sexuality in the classroom setting may be very difficult for some, even for the instructor from time to time. It is my hope and expectation that students will behave as mature adults. Of course there will be humor, but hopefully, not at the expense of others!

PLEASE NOTE WELL!

Students who must miss class for any reason, are responsible for obtaining missed information from other students. Please do not ask the instructor to provide this information. (In the Longview and Palestine sites if there are fewer than 5 students, special arrangements will be made. Please talk with me about this.)

There will be no make-up exams. It is possible that exceptions will be made under VERY UNUSUAL circumstances. Example: one semester a student took a make-up exam because of a conflict with his military training, in preparation to go to Afghanistan. This situation would be considered “*unusual*”. Missing an exam because of a “cheap flight” opportunity to Cancun, would not be an “acceptable exception”, in my judgment. The birth of an infant (if you are one of the parents) would also be considered an “acceptable exception”.

6. CLASS PARTICIPATION - includes but is not limited to the following:

(see item #2 under required learning experiences above)

- Questions in class
- Questions after or before class
- Questions in my office
- Questions by e mail or telephone (that involve clarification of class material)
- Responding to questions in class
- Participating in class discussions
- Written or verbal responses to videos or speakers as assigned.
- Suggestions (politely offered) for making class time more meaningful, valuable or interesting for students (and teacher)
- AND last but not least**showing up!**

University Policies

(taken from the Handbook of Operating Procedures)

CLASS ATTENDANCE

Responsibility for class attendance rests with the student. A student shall make every attempt to notify each instructor in advance, or as soon as possible thereafter, when there is a legitimate (unforeseen or unavoidable) reason for being absent.

STUDENT CODE OF CONDUCT

. . . Disciplinary proceedings may be initiated against any student for any of the following acts or omissions:

. . . Scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, **but is not limited to:**

- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test, key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the

examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; . . .

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

A. FOOD AND DRINK IN CLASSROOMS

Consumption of food and drink in university classrooms is prohibited.

INDOOR SMOKE-FREE CAMPUS

The University of Texas at Tyler is an indoor smoke-free campus. No smoking will be permitted in any building, hallway, classroom, laboratory, restroom, lounge, or other indoor location.

B. Religious Holy Days. In accordance with Texas Education Code, Section 51.911, a student may be excused from exams or assignments in observance of a religious holy day if at least 5 days before the date of absence the student delivers written notice of the absence to the instructor(s) of the class (es) by either (1) personal hand-delivery, with acknowledgement of receipt by instructor(s) or (2) certified mail, return receipt requested.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under section.

A student shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after an absence due to observance of a religious holy day provided the student has met the conditions listed above.

DISABILITY SUPPORT SERVICES

If you have a disability, including a learning disability, for which you request disability support services/accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Office located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579).