



Course & Session Number	SOWK 553.07 S01	Classroom	Online
Course Name	Human Sexuality and Social Work		
Day(s) & Time	Wednesdays, 1:30-3:30pm MST May 5th May 19th June 2nd June 16th		
Instructor	Carly-Ann Haney		
U of C E-mail	camhaney@ucalgary.ca	U of C Phone	Please contact via email.

SYLLABUS STATEMENT

This course examines contexts, theories, practice models, and skill development in the field of human sexuality.

COURSE DESCRIPTION

Sexuality is an integral part of our lives. Sexuality impacts who we are, how we structure day-to-day life, and many of the decisions that we make. Yet many of us have insufficient knowledge about sexuality and feel less than comfortable discussing sexuality issues in our personal and/or professional lives. Despite this, most of us tend to have strong feelings about issues related to sexuality (e.g., what is “normal” and acceptable) that have been shaped by a complex combination of factors. Many of these topics are also at the core of current controversy and debate in our society.

As social workers, sexuality-related issues undoubtedly enter our practice, yet we often avoid this area because of our own discomfort and lack of knowledge. This course will help us examine our individual and societal views around sexuality issues from a variety of perspectives and increase our knowledge, comfort, and communication skills in this area. My hope is that this course will have a positive impact on your work, personal relationships, and sexual health.

COURSE LEARNING OUTCOMES

This course supports learners to develop their knowledge relating to a range of BSW program level outcomes. More specifically, by the end of this course, students will (be able to):

1. Have a broader understanding of the impact of sexuality in our lives;
2. Identify personal, societal, and professional values related to sexuality and understand how they affect our professional work, personal lives, and relationships;
3. Convey accurate information and be comfortable discussing a wide range of issues related to human sexuality;

4. Critically discuss issues related to sexuality from a range of different perspectives (e.g., psychological, biological, sociological, cultural, etc.) and in the context of our profession;
5. Analyze issues related to sexuality and distinguish between value statements and arguments grounded in empirical evidence;
6. Assess a wide range of sexual behavior; and
7. Have increased appreciation and sensitivity for diversity and social justice issues related to human sexuality.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Hyde, J., DeLamater, J., and Byers, C. (2018). *Understanding Human Sexuality* (7th Canadian Ed). McGraw-Hill.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This is an elective course. There are no pre-requisites for this course. However, the content covered in this course will be applicable to practicum placements and integrative seminars in the BSW program. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of concepts as they relate to human sexuality.

CLASS SCHEDULE

- Please note important dates for Spring 2021:
 - Start of Classes: Wednesday, May 5, 2021
 - Victoria Day: Monday, May 24, 2021
 - End of Classes: Thursday, June 17, 2021
 - Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

Date	Topic	Zoom/Assignments/Readings
May 5	First day of class	Zoom session: May 5 th . Welcome and orientation to the course.
May 5-May 16 Unit 1	Gender and Sexual Orientation	Discussion board postings: 1 main post, 2 replies Required Readings: Course Text Chapters 13 and 14

May 17- May 28 Unit 2	Reproductive Justice	Zoom session: May 19th Discussion board postings: 1 main post, 2 replies Required Readings: Course Text Chapters 6 and 7
May 21 st		Project Outline Due
May 28- June 7 Unit 3	Sexual Violence and Sex Work	Zoom session: June 2 nd Discussion board postings: 1 main post, 2 replies Required Readings: Course Text Chapters 16 and 17
June 8- June 17 Unit 4	Sex Education and Sex Therapy	Zoom session: June 16 th Discussion board postings: 1 main post, 2 replies Required Readings: Course Text Chapters 18 and 19
June 17 th		Inquiry Project Due
June 20 th		Self-Evaluation Due

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: General discussion board postings-40% (10% per unit)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 7

Learning about human sexuality can challenge many of our personal beliefs, values, and attitudes. These discussion boards throughout the course provide opportunity for you to integrate your learnings from the textbook, recommended readings, and Zoom sessions. I would like for this discussion board to be useful, relevant, and interesting for all of us. I envision a discussion board where you ask the class a burning question arising from the readings, share your experiences or perspectives that relate to other people's questions, bring cases from your practice or situations from your life for consideration, share resources that you think would be useful for learning, etc.

There will be discussion boards dedicated to each specific unit and postings should be timely within the dates of the unit. In each unit, you will be expected to post one main post and then two replies to your classmates. Main posts should be a minimum of 300 words and must include at least one academic reference. Replies should be a minimum of 150 words and references are not expected. These posts are separate and distinct from your human sexuality fieldwork journal postings and will be housed in a different discussion board. Additional expectations will be provided in D2L.

At the end of the term, you will submit a 1- page self-evaluation of your course engagement assessing your contribution to your learning community. Your assessment will include an approximately 300-400 word critical reflection surrounding your engagement accompanied by a fillable rubric that will be posted on D2L. **Due June 20th 11:59PM MST** via D2L Dropbox. The instructor holds the final determination of grades.

Assignment 2: Human Sexuality Fieldwork Journal- 20%. Four guided activities, to be shared on D2L with your learning community. Rubric posted to D2L.

Aligned Course Learning Outcomes: 1, 2, 4, 5, 6, 7

Journal entry 1: Have an informal conversation with a friend, classmate, or family member about gender and sexual orientation. Conversation probes will be included on D2L. Share your reflection/learnings from your conversation on the appropriate D2L discussion board. You may upload written, audio, or video notes. Written posts can be between 150-300 words. No references necessary. **Due May 16th**

Journal entry 2: Chapter 7 reviews a wide range of contraceptive methods, but actual use of contraceptives is impacted by a variety of factors - including their availability and cost. What contraceptive methods are actually available at your local grocery store or pharmacy? What is their cost? Share your reflection/learnings from your outing on the appropriate D2L discussion board. You may upload photos of your findings or written, audio, or video notes. Written posts can be between 150-300 words. No references necessary. **Due May 28th**

Journal entry 3: Sexual violence policies are a recent development on postsecondary institutions in Canada. In some provinces, legislation exists that mandates the implementation of sexual violence policies. In Alberta, postsecondary institutions are not required to develop and implement policies. However, most institutions have developed policies in Alberta. These policies are meant to outline an institutional commitment to addressing, preventing, and responding to sexual violence. For this activity, please review a Canadian postsecondary sexual violence policy. Policies greatly differ across Canada and even within Alberta. Suggested probes and a sample of policies will be linked in D2L. Share your reflection/learnings on the appropriate D2L discussion board. You may upload written, audio, or video notes. Written posts can be between 150-300 words. No references necessary. **Due June 7th**

Journal entry 4: Attend a live or past training or webinar in the realm of human sexuality. Examples will be posted to D2L. You may upload written, audio, or video notes documenting your learning. Written posts can be between 150-300 words. No references necessary. **Due June 17th**

Assignment 3: Inquiry Project-40% (Outline- 10%, Full Project-30%)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

This assignment asks you to explore an aspect of human sexuality which is of interest to you. You are asked to frame some good inquiry questions to guide your learning, use a range of resources to answer the questions you have posed, and communicate your findings. The learning product you produce should include a section in which you reflect on the learning which has occurred for you in doing the assignment, and how this learning has impacted your worldview and professional identity.

The first part of this assignment is to develop an outline of your inquiry project which will be submitted to the instructor. The **outline is due on May 21st** and the **full project is due on June 17th**. Further details will be provided in our Zoom sessions. Rubrics will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

We will have four Zoom session over the term. These sessions are not required but will support your growth and learning in the realm of human sexuality. I will record all sessions and invite you to review them if you are unable to attend class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L, unless otherwise noted in the assignment description. Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

ASSIGNMENT EXTENSIONS

Extensions will be granted at the discretion of the instructor. It is the responsibility of the student to request an extension at least ONE day prior to the deadline of the assignment. Extensions will be negotiated between student and instructor.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

- Additional readings will be provided in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**