

Course Number	SOWK 553.07 S01	Classroom	Online
Course Name	Human Sexuality and Social Work		
Day(s) & Time	Zoom sessions: Mondays, 6:00pm-8:00pm MST June 29th July 13th July 27th August 10th		
Instructor	Carly-Ann Haney	Office Hours/Location	By appointment
E-mail	camhaney@ucalgary.ca	Phone	403-330-8129
SYLLABUS STATEMENT			
This course examines contexts, theories, practice models, and skill development in specialized fields of practice.			
COURSE DESCRIPTION			
<p>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.</p> <p>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.</p>			
COURSE LEARNING OUTCOMES			
<p>This course supports learners to develop their knowledge and skills relating to a range of BSW program level outcomes (PLOs). More specifically, by the end of this course, students will (be able to):</p> <ol style="list-style-type: none"> 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). Toronto: McGraw-Hill.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course that contains required readings and other relevant class resources and materials with Zoom sessions assigned to each unit.

Specific technology requirements for the course include: a laptop, desktop, or mobile device with Internet access and microphone and speaker are 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

This course will be delivered in a series of units and is delivered fully online. It is divided into a series of four units. Each of the unit will include a variety of learning activities, assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each unit will be listed on the D2L site for the course.

D2L Discussions

The Discussion forums in D2L are a key aspect of the course. Participation in the discussion forums is asynchronous, allowing students and instructors to contribute at different times. Discussion postings will remain on the D2L site for the duration of the course. Your contributions to the discussion board are expected to be timely to the unit and the topics being discussed by the class.

Zoom Class Sessions

Zoom is a web conferencing program that will allow us to meet at specific times for a “live” web conference, so that we can have the opportunity to meet each other virtually and discuss relevant

issues. There will be one Zoom session per unit, for a total of four Zoom sessions. These sessions are mandatory and students are expected to attend all sessions.

Date	Topic	Zoom/Assignments/Readings
June 29	First day of class	Zoom session: Welcome and orientation to the course 6:00-8:00pm MST.
June 30- July 12 Unit 1	Gender and Sexual Orientation	Discussion board postings: 3 posts per unit Required Readings: Course Text Chapters 13 and 14
July 13- July 22 Unit 2	Reproductive Justice	Zoom session: July 13 th 6:00pm-8:00pm MST Discussion board postings: 3 posts per unit Required Readings: Course Text Chapters 6 and 7
July 15 th		Project Outline Due
July 23- August 1 Unit 3	Sexual Violence and Sex Work	Zoom session: July 23 rd 6:00pm-8:00pm MST Discussion board postings: 3 posts per unit Required Readings: Course Text Chapters 16 and 17
August 2- August 12 Unit 4	Sex Education and Sex Therapy	Zoom session: August 10 th 6:00pm-8:00pm MST Discussion board postings: 3 posts per unit Required Readings: Course Text Chapters 18 and 19
August 10 th		Inquiry Project Due
August 14 th		Self-Evaluation Due

August 15 th		Reflective Journal Due
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. Students are expected to join class in a quiet space that will allow them to be fully present and engaged in the Zoom sessions, and to behave in a professional manner during the session.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Inquiry Project (Outline and Project)	<p>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.</p> <p>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</p>	<p>Project Outline due on July 15th</p> <p>Inquiry Project due on August 10th</p>	<p>Project outline (10%)</p> <p>Inquiry Project (30%)</p>	2, 3, 4, 5, 7

	<p>impacted your worldview and professional identity.</p> <p>The first part of this assignment is to develop an outline of your inquiry project which will be submitted to the instructor.</p> <p>Further details will be provided in our Zoom sessions.</p>			
Reflective Journal	<p>A major objective of the course is for you to identify your attitudes and beliefs related to sexuality, explore how they impact your personal life and professional work, and integrate them with the knowledge learned in the units (e.g., through readings, class discussions, completing unit activities).</p> <p>The journal gives you an opportunity to examine, reflect and integrate the readings, class and your own life. Unlike the class discussions, the journal is obviously of a more personal nature and thus will allow you to be more frank and insightful. My hope is that you will use this journal as a tool for personal and professional growth.</p> <p>The journal is a <i>free writing</i> assignment – that is, the emphasis will not be on form, but on content. In free writing, you are encouraged to simply write down your ideas in a free and open way, without being too concerned about formal organization, rewriting or citing sources. The idea is to simply carry on a conversation or discussion with yourself in written form.</p> <p>I expect you to contribute to your journal throughout the course. Total journal length should be at least 2500 words (longer is ok). I will assign a grade</p>	August 15th	20%	1, 4, 5, 6,7

	on the basis of demonstration of self-reflection, critical thinking, and length.			
Course Participation	<p>The participation grade awards you marks for your dedication to be an active learner in the different components of the course. The participation grade will be allocated based on the following elements:</p> <p>Completion of course orientation activities (to be posted on D2L)</p> <p>Your participation in the Zoom sessions and D2L discussion boards. You are expected to attend and participate in all Zoom sessions and contribute at least 3 postings per unit to the discussion board.</p> <p>Development and management (e.g., responding to your classmates' comments) of at least one question for D2L class discussion for one of the units. Students will select a unit of their choosing for this purpose. Students should post their question early in the unit in order to allow sufficient time for class discussion.</p> <p>Issues related to human sexuality are often fascinating and controversial and I expect that we will be engaged in discussions frequently. Keep in mind that just logging on is not the same as actively participating. Assessment of posts will be based on frequency, relevance and quality. Quality of postings will be assessed based on the depth of the contribution – therefore, postings that reflect application of ideas, combination of concepts, evaluation, critique, etc. will be graded higher than those that restate or repeat information.</p>	<p>Ongoing</p> <p>Self-evaluation Due on August 14th</p>	40%	1, 2, 3, 4, 6, 7

	<p>At the end of the term, submit a self-evaluation (1-2 pages) of course participation in which you assess your contribution to course activities. Your participation mark will be based on your ongoing timely presence in the different aspects of the course and your self-evaluation.</p> <p>Marks will be assigned as follows (40 marks total):</p> <p>Units 1-4 discussion board = 6 marks each X 4 units = 24 marks</p> <p>Zoom sessions = 2 marks each X 4 sessions = 8 marks</p> <p>Self-evaluation = 3 marks</p> <p>Development and management of unit question = 5 marks</p>		
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ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are required to attend all Zoom sessions. If you have to miss one session, please contact me prior to the session. Students can miss one Zoom session and complete a make-up assignment. To complete a make-up assignment, students must contact me prior to the session.
- Students are expected to actively participate in Zoom sessions. Active participation includes speaking using the microphone and using the chatbox. There will be an emphasis on using the microphone in our Zoom sessions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. 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.

LATE ASSIGNMENTS

- Late assignments will be accepted at the discretion of the 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 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 available on 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-2.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 at <http://www.ucalgary.ca/policies/files/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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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/policies/files/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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**