

Oakland University School of Nursing

Human Sexuality

**NRS 3081 (304)
CRN #10533**

Faculty:

**LAURA PITTIGLIO, Ph.D., RN
Associate Professor**

**This course has been determined to meet the Oakland
University General Education Knowledge Applications and
U.S. Diversity Requirements**

Winter 2018

COURSE NUMBER: NRS 304 –CRN #10533

CREDIT HOURS & ALLOCATION:	Credits	Hrs/Wks	Total Hours Semester
Theory	4	4 x 14	56

COURSE TITLE: Human Sexuality

**CLASS TIME
& LOCATION:** Tuesday and Thursday, 8:00 am – 9:40 am
1006 Human Health Building (1006 HHB)
January 3, 2018 – April 25, 2018

FACULTY OF RECORD: Laura Pittiglio, Ph.D., RN
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PREREQUISITE

Completion of the Social Science, or Natural Science knowledge exploration areas.

OU GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Knowledge Applications

The knowledge Application area prepares students to demonstrate:

- How knowledge in a field outside of the student’s major can be evaluated and applied to solve problems across a range of applications
- Knowledge of the personal professional, ethical, and societal implication of these application

U. S. Diversity

U.S. Diversity prepares the student to demonstrate:

- Knowledge of how diverse value systems and societal structures in the United States are influenced by at least two of the following: race, gender, ethnicity identify major challenges and issues these raise in society.

COURSE OVERVIEW

In this course, students will apply knowledge from the social and natural sciences to the topic of human sexuality. Overall, this course will address issues, concerns, varying perspectives, and phenomena associated with human sexuality. This knowledge will inherently provide a range of applications for better understanding human sexuality in personal, professional, and societal domains and roles.

COURSE OBJECTIVES

1. Students will explore the meaning of sex, sexuality, arousal, sexual attraction, gender, sexual expression, marriage, and childbearing from a multicultural, biophysical, economic, political, psychological, and sociological perspectives (social awareness).
2. Students will explore the topic of human sexuality from biological, psychological, social, anthropological, economic, political and multicultural perspectives.
3. Students will recognize the sexual concerns and challenges faced by individuals with physical, psychological, and/or social impairments.
4. Students will increase their understanding of the psychological/emotional, social, political, economic and spiritual issues related to alternative sexual lifestyles and practices.
5. Students will explore the effect of body image, chronic illness, chemical dependency, and medications on sexuality.
6. Students will describe the physiology of menstruation, menopause, childbirth and the male and female sexual response cycles.
7. Students will recognize common sexually transmitted infections, including HIV/AIDS, syphilis, gonorrhea, and their effects on sexuality.
8. Students will identify the legal, ethical, political, economic, psych-social and physical effects of criminal sexual behavior.
9. Students will apply learning (knowledge application) from either the natural science area or social science area to a problem or issue involving human sexuality and develop (critical thinking) a solution, program or resolution of the problem.

General Education Learning Outcomes

The student will demonstrate:

- how knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications
- knowledge of the personal, professional, ethical, and societal implications of these applications

Course Structure

- A quick look throughout the Table of Contents of your textbook will reveal to you that understanding Human Sexuality involves understanding a comprehensive array of variables such as gender, sexual identity, sexual orientation, contraception, challenges to sexual functioning, sexually transmitted diseases, and manipulative sexuality.

Course Specific Learning Outcomes

1. Through the exploration of topics in this course, students will learn how human sexuality is influenced by race, gender and ethnicity, politics, economics and multiculturalism.
2. Students will discuss professional, ethical and societal implications of issues and problems involving human sexuality. These topics will be explored further in a required formal paper.
3. Students will use information previously learned (knowledge application) in the social or natural sciences in order to analyze an issue related to human sexuality (formal paper).

Cross-Cutting Capacities

1. Critical thinking
2. Social awareness

RECOMMENDED TEXTBOOKS

Carroll, J. (2014). *Sexuality now embracing diversity*. (5th edition). Belmont, CA: Wadsworth, Cengage Learning. ISBN-13: 978-1-305-253377

REQUIRED MATERIALS

Course Syllabus

COURSE REQUIREMENTS:

1. Attendance at lecture is expected.
2. Attendance at all exams is mandatory.
3. Lecture evaluation will be based on two written exams and multiple quizzes. Make up exams will only be given in extenuating circumstances. The student will be required to submit documentation pertaining to their reason for absence. Make-up exams will be taken on the day of the final exam and may be an essay type examination. Only one make up exam is allowed per semester. After the first missed exam, a grade of "0" will be given for each exam missed thereafter. No other arrangements will be made for any student who misses a regularly scheduled examination. Any missed quizzes will be given a "0", no makeup quizzes will be offered.

4. Students that arrive 20 or more minutes late for an exam **WILL NOT** be able to sit for the exam and will be given 0 points for the exam grade. There will be no exceptions unless the faculty has been notified before the 20 minute deadline.
5. During all exam periods faculty will determine seating arrangements. Students are not permitted to wear hats or shorts, eat, and have drinks during examinations. Nothing is permitted on the desk except the examination and 2 pencils. Only calculators are permitted when indicated. All belongings are to remain on the floor in the front of the room. If a cell phone or beeper goes off during an examination, faculty will immediately collect the student's exam and determine appropriate course of action.
6. After turning in the examination booklet and scantron, students are **not** permitted to return to the examination room until **all** students have completed the exam. University policy regarding academic dishonesty will be enforced.
7. Students are responsible for monitoring their own test-taking time, so that exams are completed in the allotted time. Exam scores will be based solely on responses as recorded on the **scantron**.
8. Your signature on the exam cover signifies that you have neither given nor received assistance on the exam (cheating). All exams are considered "secure", and therefore should never be removed from the classroom. If an examination is not returned at the end of the examination period, the student will receive a "0".
9. Moodle will be used to communicate course activities and changes. Students are expected to check Moodle on a regular basis.

CLASS FORMAT

Lecture, online, discussion groups, media, field trip and seminar presentations, and guest speakers.

Technical Skills Required

- Students will have to be able to access a reliable computer operating system and web browser.
- Students will have to have basic computer and internet knowledge.
- Students will need to be self-motivated.
- Students will need to establish a routine time commitment.
- Students will need to be an active participant in the online activities, discussion forums, assignments and quizzes.

Required Technology & "Backup Plan"

In order to fully participate in the course students will need:

- An internet connected computer with the most updated versions of your favorite web browser installed.
 - The use of smartphones and tablets is not recommended.

- It is essential to have a “back up plan” in the event that your computer crashes or there is an internet issue.
 - Use of a different computer or an alternate place for internet access.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk.
 - These saved files are not dependent on computer hardware therefore they are secure.

Technical Assistance

- If you have general questions about the course (such as due dates, content, etc.) please contact the instructor.
- For Moodle technical issues that you cannot resolve on your own, please contact the e-learning and Instructional Support office:
 - Phone: 248-805-1625
 - Submit a help ticket: <http://www2.oakland.edu/elis/help.cfm?lms=2>
 - If you have any trouble accessing any of the content in the course, please contact the instructor.

Expectations of faculty & students

- Students are expected to regularly participate in online discussions & attend predetermined class times.
 - Tardiness is disruptive to the learning environment and students are asked to make every effort to be on time.
- Students must ensure that their computer is compatible with Moodle
- For online sessions, students will need to log into the course at for a two hour minimum each session.
- Follow the course outline and complete assignments in a timely fashion.
- Respond to emails and discussion within two academic days (Monday thru Friday).
- Respect the rules of netiquette
 - Respect your peers and their privacy
 - Use constructive criticism
 - Refrain from engaging in inflammatory comments.
- The nature of this course requires that students avoid profane or vulgar language or revealing personal remarks. While the description and discussion of certain body parts is an integral part of this course, biologically correct language will be used when discussing sexual organs or any other graphic information.
 - Students who persist in the use of vulgar or offensive discussions will be asked to not participate.
- This class is not therapy for people seeking assistance with sexual difficulties. A qualified therapist should be consulted for help with individual problems. Anyone who has experienced a traumatic sexual event, e.g., rape or sexual coercion, may find discussing these topics difficult. Please consider carefully whether taking this course is a prudent decision.

The instructor will:

- Log in to the course frequently throughout the course (Mon-Fri)
- Moderate conversations in forums
- Respond to Q & A Forum replies and email within 1-2 business days
- Assignments will be graded within two weeks after the deadline

EXPECTATIONS OF STUDENTS

Students are expected to regularly attend face to face class sessions. Tardiness is disruptive to the learning environment and students are asked to make every effort to be on time. The nature of this course requires that students avoid profane or vulgar language or revealing personal remarks. While the description and discussion of certain body parts is an integral part of this course, biologically correct language will be used when discussing sexual organs or any other graphic information. Students who persist in the use of vulgar or offensive language will be asked to leave. This class is not therapy for people seeking assistance with sexual difficulties. A qualified therapist should be consulted for help with individual problems. Anyone who has experienced a traumatic sexual event, e.g., rape or sexual coercion, may find discussing these topics difficult. Please consider carefully whether taking this course is a prudent decision.

COURSE ASSIGNMENTS

Field Trip

Midterm examination

Final examination

Knowledge Application Paper - students will explore an issue related to human sexuality and propose a solution, treatment, program or strategies to address or resolve the proposed issue.

GRADE DETERMINATION

The extent to which students comprehend course content will be measured by two examinations. A paper exploring a problem/concern/ issue related to human sexuality along with a proposed solution/resolution/program to address or resolve the problem or concern will also be required. A field trip presentation and class participation are also required.

Midterm	25%
Final Exam	25%
Formal Paper	25%
Field Trip Presentation	15%
<u>Quizzes</u>	<u>10%</u>
Total	100%

Important Dates

February	Field Trip Presentations
February 17th - February 26th	Winter Recess
	Midterm Covers content from January 5th- February 16th

March	Formal Paper Due
TBA by Oakland University*	Final Exam Covers content from

The final examination will be scheduled by the Registrar's office. Please note that final examinations will be scheduled in between **April 19th – April 25th, 2018**. You are expected to take the final examination at that time.

General Information

- If you want to contact faculty, it is best to do that on their Oakland account. For example, if you wanted to contact Dr. Pittiglio by e-mail use pittigli@oakland.edu. Students may contact faculty via email however, do not expect a response beyond Monday – Friday between the hours of 9AM and 5PM.
- Any general information about the course, assignments, etc. can be done through Moodle. Also, remember that in the discussion area, faculty can read your postings.

Review of Exams:

- Results of exams will be shared with students in class following the examination. Students will have **one week** after the examination is reviewed to make an appointment with the respective faculty to review their exam.
- Please send an email to me or call (248) 364-8756 us if you need assistance. I will schedule appointments depending upon common availability.

APPENDIX A

FIELD TRIP

In assigned groups students are required to identify a field experience that relates to the course and to present their experience to the class. This can be in the form of a trip to an adult bookstore, rehabilitation center, an interview with a paralyzed person, view a movie (Fifty Shades of Grey, The sessions etc...) or some other active off-campus activity. The field experience must have prior approval of the course instructor. Presentations will take place on February 9th & 14th, 2018. Since the presentation will be a synopsis of the groups experience no citation style is required unless references were used for the class seminar. This is not just a synopsis of the experience rather it should be an analysis of the experience. For instance, if you go to an adult bookstore, interview the clerk; ask about the clientele, inquire about the most popular items, and ask about some of the legal ramifications of running a store of this type. Or as a group you may choose to analyze a movie i.e. *The Sessions*. You can then discuss the difference between a sex surrogate and a prostitute as well as elaborate on variables, separate from a disability that may cripple an individual's ability to form relationships. The key is to be creative.

APPENDIX B THE FORMAL GROUP PAPER

This course requires a formal paper in which students in assigned groups will demonstrate the ability to apply learning from the social science or natural science area to a problem or issue involving human sexuality. The main goal of the paper is the development of a solution, program, or proposed resolution for a human sexuality problem or issue (critical thinking). The paper may be in APA or MLA style. **Students are strongly urged to get prior approval for the paper topic from Dr. Pittiglio.** The paper must be a minimum of 8 pages long, and not exceed 10 pages, not including references and appendices. The paper is due **March 30th, 2017** by the start of class. There is a 5% reduction in grade for every day (including weekends) the paper is late unless prior approval for late submission was granted by Dr. Pittiglio. The paper must adhere to the following outline:

Use these headings in the paper

1. Introduction and problem identification
2. Literature review
3. Discussion of the relationship between content learned in the natural science or social science knowledge areas and how it is being applied to this issue (knowledge application).
4. Discussion of the problem/issue/concern in present day context (social awareness)
5. Proposed solution/program development/resolution (critical thinking)

After submission of the paper, each student will submit to Dr. Pittiglio an anonymous assessment (see Appendix C & D) of the participation of the other group members: who did extra work and those who are loafers. After the group task is completed, each student will submit to the instructor an anonymous assessment of the participation of the other group members. If several people identify that an individual did less than a fair share, that person will receive a lower grade than the rest of the group. The deduction will be calculated as follows: those members who attain a score of 15 or less on the peer evaluation will receive a 30% deduction from the total paper score. Those who score between a 16 and 30 on the peer evaluation will receive a 20% deduction from the total paper score. Lastly, those who score between a 31 and 45 will receive a 10% deduction from the total paper score.

Since groups will be assigned early in the course, there will be ample time for the members of the group to discuss whether any members are not doing their share. This places onus on the group to handle unproductive group behavior. Members who are perceived as loafers then have an opportunity to make amends.

If as a group you are not able to change the behavior of an unproductive member then, by majority vote, the group can dismiss a member who is not carrying a fair share and or choosing not to participate. Students who are dropped from a group must persuade the group to reconsider, find acceptance in another group, or take a failing grade for the project.

Examples of Human Sexuality Issues

- Issues related to Homosexuals, Bisexuals and transsexuals in the life of a church.
- The Place of LGBT Issues in the School system.
- Curtailing the role of Social Media as it relates to sexual harassment and violence among teenagers today.
- Does Human Sexuality belong in the classroom?
- Issues related to the use of technology by children to access hard-core porn.
- Gays and lesbians serving as clergy.
- Catholicism and birth control.

EVALUATION TECHNIQUES

Evaluation Area	Points/Percentage
Introduction: The student clearly identifies the problem area/issue/concern. The problem is appropriate to the course and represents a valid issue of concern	5
Literature review: 3-5 sources are reviewed and are relevant to the topic. At least one source is a research article	20
It is clear how previously learned content from the natural science or social science knowledge areas is being applied to the topic discussion (knowledge application)	20
Discussion: The paper accurately and comprehensively reflects the current status of the issue/problem/concern	20
Proposed solution/program/resolution: The student evidences creative and critical thinking in the proposed solution/program/resolution (critical thinking)	25
Format (APA, MLA, Grammar)	10
Total Points Awarded	

APPENDIX C

Peer Evaluation Rubric – 50 points

Category				
Participation	Rarely focuses on the task and lets others do the work; does not participate. 1-2-3	On task, some of the time. Must be reminded to stay on task by group. 4-5-6	Focuses on task and can be counted on to complete the assigned work within the group. 7-8-9	Self-directed and consistently focuses on the task and what needs to be done. 10
Dependability	Late or misses deadlines for turning in designated portion of the group paper. Depends on others to do all work. 1-2-3	Sometimes late turning in designated portion of the group paper and misses deadlines. 4-5-6	Completes most of the designated portion of the group paper and is a productive member of the group. 7-8-9	Turns all designated portions of the group paper in on time and does not depend on others to do or complete work. 10
Discussion	Does not pay attention in group. Argues or otherwise misuses time. Not willing to compromise. 1-2-3	Has difficulty listening and participating in a positive manner. 4-5-6	Respectfully listens, contributes and cooperates with others in the group. 7-8-9	Respectfully listens, interacts, cooperates, and helps the group come up with positive ideas. 10
Information Sharing	Rarely provides any information for the group. Lack of contribution. 2-4-6	Sometimes provides useful ideas but often neglects investigation of the topic for the group paper. 8-10-12	Usually gives useful ideas and completes required investigation of the topic for the group paper. 14-16-18	Routinely completes investigation of the topic for the group paper, gathers information, and shares with the group. 20

APPENDIX D
PEER EVALUATION

Student Name: _____

Title of Group Paper: _____

Team member: _____

Participation score: _____

Dependability score: _____

Discussion score: _____

Information Sharing score: _____

Total Score: _____

Team member: _____

Participation score: _____

Dependability score: _____

Discussion score: _____

Information Sharing score: _____

Team member: _____

Participation score: _____

Dependability score: _____

Discussion score: _____

Information Sharing score: _____

Total Score: _____

Team member: _____

Participation score: _____

Dependability score: _____

Discussion score: _____

Information Sharing score: _____

Total Score: _____

Team member: _____

Participation score: _____

Dependability score: _____

Discussion score: _____

Information Sharing score: _____

Total Score: _____

APPENDIX E ASSESSMENT PLAN

General Education outcomes will be measured by selective questions on the midterm and final examinations (embedded assessment). Both exams will contain multiple choice and essay questions. Selected questions will be used to specifically identify outcomes. For example, one question might ask in essay form, how either the social sciences or natural sciences influence marriage or courtship practices. One may examine this from with one of the following perspectives: political, economic, multicultural, psychological, sociological, biological, chemical, physical or anthropological. Test item analysis of the selected questions on the midterm and final examinations will be one method of determining if course objectives are being met and used to improve the course as appropriate.

Outcomes will also be measured using the formal paper. The cross-cutting capacities will be measured using the formal paper as well as critical thinking. The course instructor will evaluate a representative sample of course papers to determine if the cross-cutting capacities are being adequately addressed.

This course, like all School of Nursing courses, is under the oversight of the Undergraduate Committee on Instruction of the School of Nursing. In accordance with our accrediting requirements, this course will be regularly reviewed to ensure it is meeting course and general education outcomes.

Oakland University - School of Nursing
GRADE CONVERSION

Note: 70% = 2.5

<u>PERCENTAGE</u>	<u>GPA</u>
100.00	4.0
98.00 – 99.99	3.9
96.00 – 97.99	3.8
94.00 – 95.99	3.7
92.00 – 93.99	3.6
90.00 – 91.99	3.5
88.00 – 89.99	3.4
86.00 – 87.99	3.3
84.00 – 85.99	3.2
82.00 – 83.99	3.1
80.00 – 81.99	3.0
78.00 – 79.99	2.9
76.00 – 77.99	2.8
74.00 – 75.99	2.7
72.00 – 73.99	2.6
70.00 – 71.99	2.5
68.00 – 69.99	2.4
66.00 – 67.99	2.3
64.00 – 65.99	2.2
62.00 – 63.99	2.1
60.00 – 61.99	2.0
58.00 – 59.99	1.9
56.00 – 57.99	1.8
54.00 – 55.99	1.7
52.00 – 53.99	1.6
50.00 – 51.99	1.5
48.00 – 49.99	1.4
46.00 – 47.99	1.3
44.00 – 45.99	1.2
42.00 – 43.99	1.1
40.00 – 41.99	1.0