



Department of Public Health Sciences
Health Promotion Program

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| Course name: | Family Life and Human Sexuality |
| Course no.: | HSCI 4303 |
| Course CRN: | 23345 |
| Semester/year | Spring 2017 |
| Undergraduate credit hours: | 3 |
| Class location: | College of Business Administration room 312 |
| Class meeting time: | 1:30 p.m.-2:50 p.m. (MST) |
| Class instructor: | Cynthia Wittenburg, M.S, DrPh student |
| Office location: | CHSN Room 411 |
| Phone: | 747-5237 |
| Email: | cwittenburg@utep.edu |
| Office hours: | Wed and Friday from 12:45-2:45 pm or by appoint. |
| Preferred contact method: | Email (please state on subject line: UTEP student and class) |
| Course description: | An introduction to issues pertaining to sexual/reproductive health ranging from historic concepts, physiological, psychological, social, and cultural diversity perspectives. This course incorporates diverse perspectives from a multicultural, multiethnic concept on human sexuality, reflecting the diversity of sexual experiences in a diverse society and world views. |
| Course pre-requisites: | N/A |
| Required textbooks: | Greenberg, J. S., Bruess, C. E., & Conklin, S. C. (2007). Exploring the dimensions of human sexuality. Sudbury, Mass: Jones and Bartlett Publishers. |
| Supplemental reading: | Provided through Black Board. |
| Course format: | Lecture & discussion, case studies, multimedia, student presentations, written assignments, and exams |
| Major learning objectives | At the completion of this course, students will be able to: 1. Explain the different theoretical perspectives on human sexuality, including the historical, biological, cross-species, cross-cultural, psychological, sociological, anthropological, and educational determinants of human sexuality. 2. Discuss the scientific approach to human sexuality to include the survey, observational, experimental, correlational, and case-study methods. 3. Describe the physiology of the male and female reproductive systems. Focus will be on cognitive and affective understanding of these systems. 4. Explain gender identity and gender roles, emphasizing cultural correlates. 5. Explain attraction and love and gender differences; relationship, intimacy and communication and the contribution of culture. 6. Describe and evaluate sexual techniques and behavior patterns, emphasizing cultural and racial-ethnic differences. 7. Examine sexual orientation and the biological, cultural and psychological |

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| | <p>perspectives.</p> <p>8. Discuss the physical, psychological, and cultural implications of childbirth and pregnancy. Familiarity with fertility and pregnancy counseling resources will be emphasized.</p> <p>9. Describe the different modes of contraception and demonstrate understanding of the physical, social, emotional, religious, and cultural barriers to the use of contraceptive health services.</p> <p>10. Delineate the sexual developmental tasks associated with adulthood. Highlight cultural attitudes toward aging and sexuality.</p> <p>11. Discuss origins, types, and treatment of sexual dysfunctions.</p> <p>12. Explain origin, type, treatment and prevention of sexually transmitted diseases. Discuss how race and ethnicity are important predictors of STD rates and patterns.</p> <p>13. Discuss prevalence, progression, transmission, diagnosis, and prevention of HIV/AIDS, emphasizing cultural and psychological correlates.</p> <p>14. Examine the problems of sexual abuse, incest, harassment, rape, and domestic violence.</p> <p>15. Discuss the role of commercial sex in contemporary US society, comparing across global cultures.</p> <p>18. Discuss role of intimacy and communication in relationships, emphasizing cultural and gender differences</p> |
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| Assessment strategies: | <ol style="list-style-type: none"> 1. Weekly class activities (“homework”) will include: <ol style="list-style-type: none"> a. Watching, taking notes on and thinking about assigned content. b. Reading, taking notes on and thinking about the assigned pages in your required books. c. Developing and writing short (one paragraph) essay answers for the questions assigned. Submitted in class. 2. Weekly in-class activities will include: <ol style="list-style-type: none"> a. Quizzes on the video content and reading material. b. Class discussion of the video quizzes and reading material. 3. Small group activities. 4. Group Presentation that will incorporate chapter material that will be presented in class. 5. Three Exams <p>☑ Evaluation and feedback by instructor using evaluation rubric</p> |
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| Program Competencies (core competency area must be identified & numbered according to that listed by the Health Promotion program) | Learning objectives | Assessment strategies |
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| This course meets the following Health Promotion degree & competencies | | |
| <ul style="list-style-type: none"> 1. Assess needs, assets and capacity for health education 1.A. Access existing health-related data 1.C. Distinguish between behaviors that foster or hinder well-being 1.E. Identify factors that foster or hinder the process of health education 1.F. Infer needs for health from obtained data 2. Plan health education 2.A. Involve people and organizations in program planning 2.C. Formulate appropriate and measurable program objectives 2.D. Develop logic scope and sequence plan for health education practice 2.F. Select appropriate strategies to meet objectives 2. G. Assess factors that affect implementation 3. Implement health education strategies, interventions and programs 3.A. Initiate a plan of action 3.B. Demonstrate a variety of skills in delivering strategies, interventions and programs 3.C. Use a variety of methods to implement strategies, interventions, and programs 4. Conduct evaluation and research related to health education 4.A. Review research and evaluation procedures 6. Serve as health education resource person 6.A. Use health-related information resources 6.C. Select resource materials for dissemination 7. Communicate and advocate for health and health education 7.B. Apply a variety of communication methods and technique | <ul style="list-style-type: none"> 1,2,3,4,5 4,5,6 4,5,6 2,4,5,6 1,2,4,5,6 1,2,3 1,2,3,4 1,2,3,4,5 2,3 1,2,3,4 2,3,4 1,2,3, 2,3,4 2,3,4,6 3,4 3,4,5,6 4,5,6, 5,6 4,5,6, 4,5 3,4,5 4,5,6, 4,5 3,4,5 4,5,6 | <ul style="list-style-type: none"> 1,2,3,4 1a, 1b 1a,b,c,2a,b 1a,b,c 1c,2b,3,4 1a,b,c 2b,3 1c,2b,3 1c,2b,3 1c,2b,3,4 1c,2b,3 1c,2b,3 1c,2b,3 1c,2b,3 1c,2b,3 1a,b,2b,3 1a,b,2b,3 1c,2b,3 1c,2b,3 1b,2b,3 1c,2b,3 1c,2b,3 1c,2b,3 1a,b,2b,3 |

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| Grading scale & criteria | <p>The total number of points possible for work completed in this course is 720. Each student begins the course with 720 points, that is, a grade of "A." As you progress through the course, you will work to avoid losing points.</p> <ul style="list-style-type: none"> 90-100 % = A 80-89% = B 70.0-79.9% =C 60-69.9% =D < 60% = F <p>Points cannot be made up and there is no extra credit. All "excused" absences require official documentation and all work must be completed. Attendance and Participation, You are required to attend and participate in every class to receive Quiz credit. Weekly In-Class Quizzes: 12 QUIZES @ 20/EACH =120</p> |
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| | <p>Group Assignments: 100 points</p> <p>2 Article reviews on pertinent material Group work: 40 points each. 2 total= 80 points</p> <p>Exam #1 100 points = 100</p> <p>Exam #2 100 points = 100</p> <p>Exam #3 final Exam: 100 points = 100</p> <p>Total: 720</p> |
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| Incomplete policy: | An "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances. |
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Course/Instructor & Institutional Policies

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| Attendance: | <p>It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (4 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.</p> <p>Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 1:25 PM.</p> |
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| Reading assignments: | All reading and video-viewing assignments must be completed prior to the class for which they were assigned. |
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| Writing standards | Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful. |
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| Policy for late assignments | Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days). |
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| Permission to record lectures & discussions | Not permitted without express permission of the instructor |
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| Cellphone/electronic tablet/ use policies: | Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be advised that students who use unauthorized technology during class time will be dismissed from that week's class session. |
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| Field trip policies: | N/A |
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| Class participation: | Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class |
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| | activities. |
| Special accommodations: | If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass . |
| MPH handbook: | http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf |
| Student conduct: | <p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and 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 student, any act designed to give unfair advantage to a student or the attempt to commit such acts." <u>Regent's Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is 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".</p> <p>Examples of "cheating" include:</p> <ul style="list-style-type: none"> • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test; • Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; • Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; • Collaborating with or seeking aid from another student for an assignment without authority; • Substituting for another person, or permitting another person to substitute for one's self, to take a test; • Falsifying research data, laboratory reports, and/or other records or academic work offered for credit. <p>"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all</p> |

involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

TENTATIVE COURSE SCHEDULE*

| Dates | Homework assignments before class attendance | Activities in Class |
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| WEEK 1 Jan 17 & 19 | BUY REQUIRED BOOK: Exploring the Dimensions of Human Sexuality .6th edition. By Jerrold S. Greenberg, Clint E. Bruess, and Sara B. Oswalt. Published by Jones and Bartlett. Chapter 1. Introduction | 1. Course introduction 2. Introductions 3. Syllabus Review Provide SYLLABUS (to be posted on Blackboard) Read chapter 1: Notes on Blackboard prior to class. Quiz on Thursdays evenings on Blackboard 5pm-midnight. |
| WEEK 2 Jan 24 & 26 | Read, make notes on and think about: Chapter 3: Sexual Communication | 1. Review content of chapter via notes Group activity – discuss and agree on key concepts 2. Boil it down – class discussion and refinement of main concepts Quiz on Thursdays evenings on Blackboard 5pm-midnight |
| WEEK 3 Jan 31 and Feb 2 | Read, make notes and think about: Chapter 4: Female Sexual Anatomy and Physiology Chapter 5: Male Sexual Anatomy and Physiology | 1. Review content of chapter via notes Group activity – discuss and agree on key concepts Boil it down – class discussion and refinement of main concepts 2. Follow-up class discussion. Quiz on Thursdays evenings on Blackboard 5pm midnight |
| WEEK 4 Feb 7 & 9 | Read, make notes and think about: Chapters 6: Sexual Response and Arousal <u>Chapters 7 : Contraception</u> | 1. Review content of chapter via notes Group activity – discuss and agree on key concepts Boil it down – class discussion and refinement of main concepts 2. Follow-up class discussion. Outside source presentation Quiz on Thursdays evenings on Blackboard 5pm midnight |
| WEEK 5 Feb 14 :: Exam #1 (Chapters 1,3, 4, 5, 6 and 7) Library Blackboard exam | | |
| Week 5 Feb 16 | <u>Technical Training on how to develop a documentary</u> <u>For group project</u> | Meet in the library. Room pending |
| WEEK 6 Feb 21 | <u>Read, make notes and think about:</u> | 1. Review content of chapter via notes |

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| & 23 | Chapters 8: Conception, Pregnancy, and Birth Chapter 9: Unexpected Pregnancies and Outcomes | Group activity – discuss and agree on key concepts Boil it down – class discussion and refinement of main concepts 2. Follow-up class discussion. Quiz on Thursdays evenings on Blackboard 5 pm-midnight |
| WEEK 7 Feb. 28 & March 2 | Read, make notes and think about: Chapter 10: gender Dimension Chapter 12: Sexual Orientation, Identity and Expression | 1. Review content of chapter via notes Group activity – discuss and agree on key concepts Boil it down – class discussion and refinement of main concepts 2. Follow-up class discussion. Quiz on Thursdays evenings on Blackboard 5pm midnight |
| WEEK 8 March 7 & 9 | <u>Read, make notes and think about:</u> <u>Chapters11: Body Image</u> <u>Chapter 14: Sexuality in Adulthood</u> | 1. Review content of chapter via notes Group activity – discuss and agree on key concepts Boil it down – class discussion and refinement of main concepts 2. Follow-up class discussion. Quiz on Thursdays evenings on Blackboard 5pm-midnight |
| Week 9 | SPRING BREAK – NO CLASS | March 13- 17 |
| WEEK 10 March 21 Exam #2 (Chapters 8,9,10,11,12, and 14) Library Blackboard exam | | |
| WEEK 10 March 23 | <u>Epidemiological and Important facts about STDs and STIs</u> | |
| WEEK 10 March 28 & 30 | <u>Student presentations</u> | Provide class with hand outs and instructor with 5 quiz questions |
| WEEK 11 April 4 & 6 | Student presentations | Provide class with hand outs and instructor with 5 quiz questions |

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| WEEK 12 April 11 & 13 | <p><u>Read, make notes and think about:</u></p> <p>Chapters 17: Forcible sexual behaviors</p> <p>Chapters 20: Sexual dysfunctions and therapy</p> | Community speaker 1. Review content of chapter via notes Group activity – discuss and agree on key concepts Boil it down – class discussion and refinement of main concepts 2. Follow-up class discussion. Quiz on Thursdays evenings on Blackboard 5pm midnight |
| WEEK 13 April 18 & 20 | <p><u>Read, make notes and think about:</u></p> <p>Chapters 14: Sexuality in Adulthood</p> <p>Review questions for this week’s lecture before class & be prepared to discuss with your group.</p> | Community speaker 1. Review content of chapter via notes 2. Group activity – discuss and agree on key concepts Boil it down – class discussion and refinement of main concepts 2. Follow-up class discussion. Quiz on Thursdays evenings on Blackboard 5 pm-midnight |
| WEEK 14 April 25 & 27 | <p><u>Read, make notes and think about:</u></p> <p>Chapters 21: Sexual Consumerism</p> | Community speaker Review content of chapter via notes Group activity – discuss and agree on key concepts Follow-up class discussion. Quiz on Thursdays evenings on Blackboard 5pm midnight |
| WEEK 15 May 2 & 4 | <p><u>Read, make notes and think about:</u></p> <p>Chapter 22 Sexual Ethics, Morality, and the law</p> | Community speaker 1. Review content of chapter via notes Group activity – discuss and agree on key concepts Boil it down – class discussion and refinement of main concepts 2. Follow-up class discussion. Quiz on Thursdays evenings on Blackboard 5pm-midnight |
| WEEK 16 May 9 Finals | Final Exam Tuesday May 9th. Time to be announced | Library room. on Blackboard |
| Final Exams Scheduled for 8-12 May 2017 | | |

Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.

