

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

HUMAN SEXUALITY FOR THE HELPING PROFESSIONS

Course number:	Instructor:
Section:	E-Mail:
Term:	Telephone:
3 Credit hours	Office Location:
Time:	Office Phone:
Location:	Office Hours:

Course Description

This course is a survey of issues and attitudes associated with human sexuality. It is primarily intended for social workers and other helping professionals who currently work with clients or plan to in the future. Using a biopsychosocial perspective, emphasis will be placed on the social, cultural, familial and individual differences in sexual and reproductive attitudes, values, and behavior. Students will be introduced to common sex-related issues and to the particular concerns of various sexually oppressed groups. Information will also be provided about childhood sexual abuse and its relationship to the intimacy issues that clients typically present in direct practice.

Course Objectives

<u>Expected Student Performance Outcomes</u> Upon completion of the course, the student will:	<u>As Measured By</u>
1. increase self-awareness regarding <ul style="list-style-type: none"> • personal sexual identity. • b. the evolution and maintenance of personal sexual values, biases and attitudes (e.g., through religious, cultural, familial, and peer influences. • the influence and compatibility of personal sexual values and attitudes with previous and current sexual behaviors. (*FPO 1) 	Paper, quizzes, class participation
2. explore personal reactions to the range and variety of sexual needs and expressions.	Paper, quizzes, class participation
3. gain an understanding of different sexual needs and expressions within the context of community, cultural and other environmental influences. (*FPO 4)	Paper, quizzes, presentation, class participation
4. understand human sexual development within the life-cycle framework, including <ul style="list-style-type: none"> • the physiological and psychological similarities between males & females. • the range of sexual behaviors expressed. (*FPO 7) 	Quizzes, presentation, class participation

5. better understand the sexual needs and expressions of sexually oppressed groups, such as the aged, persons with disabilities, gay, lesbian and bisexual individuals, rape and incest survivors. (*FPO 3)	Paper, quizzes, presentation, class participation
6. understand sexuality in terms of reproduction, intimacy, sensuality, identity and sexualization.	Quizzes, presentation, class participation
7. understand the dynamics of childhood sexual abuse and adult sexual coercion and their effects on the sexual behavior and level of intimacy experienced in adulthood. (*FPO 3)	Quizzes, presentation, class participation
8. become comfortable discussing issues related to sexuality with others (e.g., clients). (*FPO 3, 4)	Presentation, class participation
9. be able to integrate theoretical knowledge with practice techniques when working with clients who present with sexual issues or advocating for vulnerable populations. (*FPO 4, 7)	Quizzes, presentation, class participation
10. identify and analyze relevant policies and their influence on human sexuality. (*FPO 8)	Quizzes, presentation, final paper, class participation
11. evaluate and apply human sexuality research findings to practice. (*FPO 9)	Quizzes, presentation, final paper, class participation

*The corresponding Foundation Program Objective (FPO) from the Council on Social Work Education's Educational Policy and Accreditation Standards are listed by number at the end of each related course objective above. More complete information about these objectives can be accessed at http://www.cswe.org/accreditation/EPAS/EPAS_start.htm - epas.

COURSE ORGANIZATION

This course will employ an active learning approach and will utilize readings, lectures, class discussions, role plays, group exercises, audio-visual presentations, and guest speakers.

COURSE WEB SITE

The course web site can be found at _____. Be sure to check the website regularly for announcements, to check your grades, and to ask questions between class sessions.

REQUIRED TEXT/STUDY GUIDE

Crooks, R. & Baur, K. (2010). *Our sexuality*. Pacific Cove, CA: Wadsworth.

The eleventh edition of the textbook is required; the study guide is strongly recommended.

TYPICAL COURSE OUTLINE (subject to change as required to cover class material appropriately)

Class 1	Attendance, survey, syllabus, introductions, expectations, guidelines, terminology
Class 2	Discuss Chapter 1 – Perspectives on Human Sexuality Discuss Chapter 2 – Sex Research: Methods and Problems
Class 3	Discuss Chapter 3 – Gender Issues Quiz today (Chapter 1, 2, 3) Selection of presentation topic due before class today
Class 4	Discuss Chapter 4 – Female Sexual Anatomy and Physiology Discuss Chapter 5 – Male Sexual Anatomy and Physiology Quiz today (Chapter 4, 5)
Class 5	Discuss Chapter 6 – Sexual Arousal & Response Papers due today
Class 6	Discuss Chapter 7 – Love & Communication in Sexual Relationships Discuss Chapter 8 – Sexual Behaviors Presentations begin today Quiz today (Chapter 6, 7, 8)
Class 7	Discuss Chapter 9 – Sexual Orientations Presentations
Class 8	Discuss Chapter 10 – Contraception Discuss Chapter 11 – Conceiving Children: Process and Choice Quiz today (Chapter 9, 10, 11) Spring Break
Class 9	Discuss Chapter 12 – Sexuality during Childhood & Adolescence Presentations
Class 10	Discuss Chapter 13 – Sexuality and the Adult Years Presentations Quiz today (Chapter 12, 13)
Class 11	Discuss Chapter 14 – Sexual Difficulties & Solutions Discuss Chapter 15 – Sexually Transmitted Diseases Quiz today (Chapter 14, 15)
Class 12	Discuss Chapter 16 – Atypical Sexual Behavior Speaker – Sex therapist
Class 13	Discuss Chapter 17– Sexual Coercion Speaker
Class 14	Discuss Chapter 18 – Sex for Sale Presentations Quiz today (Chapter 16, 17, 18)
Class 15	Final discussions & course wrap-up Final Presentations

EXPECTATIONS

- You must read the materials prior to class because class discussions will build on the readings. Chapter information will not be covered in lectures. **Quizzes will be given at the beginning of class** to test your knowledge of the assigned reading for that week.
- Your papers will be
 - thoughtful, thought-provoking, and **concise** (longer is not necessarily better!)
 - responsive to the directions of the assignment
 - grammatically correct, error-free, in APA style; see link for APA style information (<http://www.docstyles.com/apacrib.htm>)
 - identified with your student ID number, not your name, and you will sign under the statement , “I have neither given nor received any unauthorized assistance in preparing this assignment.”
 - on time on the due date - late papers will lose 10% of their original grade per day
 - your own work. Please review these websites for information about what is acceptable and what constitutes plagiarism: <http://www.indiana.edu/~wts/wts/plagiarism.html> and <http://www.library.ualberta.ca/guides/plagiarism/> and talk with me if you have any additional questions. Violations of the honor code result in an F grade for the course.
- You must attend class because much of your learning will occur during class discussions and exercises. Please be on time for class. You are allowed one absence during the semester. Informing the instructor of the reason for this one absence is unnecessary. Each unexcused absence after this will reduce your participation grade by 10%. Repeated tardiness and/or leaving class early will also decrease your participation grade by 10%. Any quiz missed because of an unexcused absence will receive a “0” grade. Make-up quizzes will not be allowed. The instructor reserves the right to determine the permissibility of absences. The following are some examples of impermissible absences: 1) I have an appointment; 2) I have to work; 3) I couldn’t get a parking spot; and 4) I was having one of those days so I went back to bed.
- If you are too sick to attend class, then you are sick enough to go to a healthcare professional and get a note to excuse your absence. **Documentation must be provided no later than the next scheduled class for an excused absence to be considered. Failure to provide timely documentation will result in the absence being considered unexcused.** Each student is responsible for the material covered in class, regardless of the reason for the absence.
- You are expected to contribute to the class by volunteering information and opinions during discussion, by actively participating in class exercises, by showing respect for your classmates, and attending class regularly. Class contributions will be evaluated by quality more than quantity. Participation is graded and accounts for 20% of your final course grade.
- Some class materials and discussions will be sexually explicit and may make you uncomfortable. Mild or moderate discomfort is typical of the learning process. If you feel you must leave a class session because of your discomfort, let me know before you leave and schedule an appointment to talk with me about it. You will be held responsible for all information covered during the class.

CLASS DISCUSSION GUIDELINES

The class will develop its own guidelines during the first class session. At a minimum –

- Information revealed in class is confidential and cannot be discussed outside of the classroom. Violation of the confidentiality guideline will not be tolerated.
- You may challenge your classmates’ ideas and opinions, but you must show respect for them and their individual differences.

ASSIGNMENTS

Quizzes – Quizzes will be conducted as listed in the course outline. The format will be a combination of objective (multiple choice, true/false) and subjective (applied short answer) questions.

Paper #1 – Development of Gender and Sexual Values, Attitudes and Beliefs

For this paper you will clearly articulate your values, attitudes and beliefs about a variety of topics, and then describe the positive and negative experiences that have directly or indirectly influenced the formation of them. Please choose a minimum of four topics from among the following, and organize your papers using your choices as subheadings:

- Premarital sex
- Same-sex relationships
- Gay adoptions
- Contraception / Protection
- Abortion
- Masturbation
- Extra-relational sex (i.e., “affairs”)
- Pornography
- Commercial sex (i.e., prostitution)
- Safer sex education – Abstinence education
- Treatment vs. punishment of sex offenders
- Male and female roles – traditional vs. egalitarian
- Fetishes or unusual sexual interests
- Another sex or gender-related topic that is important to you

A number of factors may have influenced the development of your thinking about these topics; examples include the following:

- Religious upbringing
- Educational experiences/teachers
- Peers or friends
- The media (music, TV, magazines, movies, etc.)
- Parents and family (involvement, education, family life)
- Cultural or ethnic background
- Social experiences
- Other experiences that have been important to you

Be sure to include your age, culture, the number and sex of the children in your family of origin, where you are in the birth order, and your parents’ marital status. Give your paper an interesting title that reflects its content.. **Do not just write a chronology of your life... you need to describe your gender and sexual attitudes, beliefs, and values and specifically how they came to be that way.** Length will generally be from 5-7 pages. Please turn in a hard copy of your paper, identified with your student number, not your name. They will be due on _____ at the beginning of class. **Be sure to review the grading criteria grid before you begin to write.**

Oral Presentation

The purpose of this assignment is to give you an opportunity to learn about a particular issue and/or population in depth and to develop specialized skills in that area. Choose a topic from the list provided or develop one of your own (subject to my approval) for this assignment. Please email me with your request for a topic before class on _____. To encourage a variety of content, no duplicate topics will be permitted – so the earlier you express interest in a particular topic, the more likely you will be able to have your first choice.

Each student will prepare a 15-minute oral presentation, accompanied by PowerPoint slides, that will include relevant and interesting statistics about the target population, any competing theories that might explain the etiology of the issue, the various practice theories that might be applicable, and treatment options that are suggested in the literature. Emphasis should be placed on evidence-based practice and education. All information must be collected from credible research or clinical literature, and the sources for your information must be cited on your PowerPoint slides using APA style. Credible research and clinical literature can be found via various databases, including but not limited to the Medline, PsychInfo, PyscFIRST, and the Web of Science. The database available through your textbook publisher’s website may be a good place to start. Clinically and theoretically oriented books on

the subject area of your choice are also permissible – but not pop psychology or self-help books. Website-based information **should be avoided**. If there are competing philosophies or opinions about your issues, present both/all sides and then give your evaluation of the merits of each. Be sure to include any relevant ethical or legal implications of practice with the population, and describe any social forces, norms, economic factors, or social policy that might be influential.

Plan your presentation as if you were speaking at a professional conference, and prepare handouts that would be helpful to practitioners and educators (e.g., a list of suggested reading, a list of resources that would be helpful to clients, a “best practices” guideline). Oral presentations will be scheduled throughout the remaining semester, with the dates to be determined after your topic is approved. **Be sure to review the grading criteria sheet as you prepare.**

Following is a quick summary of the guidelines to make your slide presentation effective and successful:

- Stick to one main idea per slide
- Use phrases rather than complete sentences
- Use only six to seven words per line, totaling no more than 40 characters
- Use no more than 6 to 7 lines of printing per slide, with a blank line in between each
- Use at least an 18-point font size
- Simplify graphics and do not over-reduce artwork
- Use easy-to-read colors, such as white or yellow on a blue background
- Double-check your message: It should be easily grasped in 30 to 40 seconds per slide

Final Paper

You will have a choice of two assignments for this final paper, and you should choose based on your interest – clinical or management/policy.

Option 1 – For those of you interested in macro/policy issues, read the following two articles:

- Baumeister, R. F., & Vohs, K. D. (2004). Sexual economics: Sex as female resource for social exchange in heterosexual interactions. *Personality and Social Psychology Review*, 8, 339-363.
- Baumeister, R. F., & Twenge, J. M. (2002). Cultural suppression of female sexuality. *Review of General Psychology*, 6, 166–203.

Write a brief synopsis of Baumeister’s paradigm of female sexuality, and then write a well-resourced (i.e., evidence from scholarly work), logical critique of the strengths and weaknesses of his position. Finally, describe your own perspective as to the validity of his view, and delineate the policy and practice implications.

Option 2 – For those of you with clinical interests, write a well-resourced, well-organized description of the debate as to whether “sex addiction” is really an addiction. Next, describe your own perspective on the debate, and logically support the validity of your point of view. Finally, describe the practice implications for professionals working with these kinds of clients. For this paper, a minimum of 5 references (peer-reviewed articles or scholarly clinical works) are required.

IMPORTANT NOTE – Internet resources (e.g., Wikipedia, pop-psychology websites) are not acceptable references; you must cite scholarly work. Older materials are only acceptable if seminal work; if at all possible, use references from the last decade! If you are uncertain how to access current, scholarly resources, contact Karen Hartman, our librarian.

GRADING SYSTEM

Quizzes	20 %	90-100	A
Paper #1	20 %	80-89	B
Presentation	20 %	70-79	C
Final paper	20%	Below 70	F
Participation	20 %		

Students who find your grades dropping below a 70 should schedule an appointment to see me immediately so we can brainstorm ways to improve your performance. Extra credit to improve a poor grade will not be an option.

RECOMMENDED READINGS & WEBSITES

A lengthy additional reading list is available on the course Blackboard website.

Interesting Books

Sebold, A. (2002). *Lucky*. Boston: Back Bay Books. (A graphic description of rape and surviving – probably not for readers with unresolved issues about their own sexual abuse experiences)

Boylan, J.F. (2003). *She's not there: A life in two genders*. New York: Broadway. (Fascinating, well-written book by a transgendered person)

The Classics

Kaplan, H. S. (1974). *The new sex therapy*. New York: Brunner Mazel

Masters, W. H., & Johnson, V. E. (1966). *Human sexual response*. Boston: Little, Brown.

Masters, W. H., & Johnson, V. E. (1970). *Human sexual inadequacy*. Boston: Little, Brown.

Soon-to-be Classics

Laumann, E. O., Gagnon, J. H., Michael, R. T., & Michaels, S. (2000). *The social organization of sexuality: Sexual practices in the United States*. Chicago: University of Chicago.

Leiblum, S. R. (2006). *Principles and practice of sex therapy* (4th ed.). New York: Guilford.

Rosen, R. C., & Leiblum, S. R. (1995). *Case studies in sex therapy*. New York: Guilford.

Professional Journals

Advances in Contraception

Archives of Sexual Behavior

Electronic Journal of Human Sexuality

Family Planning Perspectives

Journal of Homosexuality

Journal of Psychology and Human Sexuality

Journal of Sex and Marital Therapy

Journal of Sex Education and Therapy

Journal of Sex Research.

Sex Roles: A Journal of Research

Professional Associations

The American Association of Sex Educators, Counselors, and Therapists (AASECT)

The Society for the Scientific Study of Sexuality (SSSS)

The International Academy of Sex Researchers (IASR)

The Society for Sex Therapy and Research (SSTAR)

Websites

Chapter 1

Sexuality Information and Education Council of the United States (SIECUS) <http://www.siecus.org>

Society for Human Sexuality <http://www.sexuality.org>

Society for the Scientific Study of Sexuality <http://www.sexscience.org>

Chapter 2

Kinsey Institute for Research in Sex, Gender, and Reproduction <http://www.indiana.edu/~kinsey/>

Sexuality Research Information Service <http://www.indiana.edu/~sris/>

National Sexuality Resource Center <http://nsrc.sfsu.edu/Index.cfm?Page=18&PageID=1>

Chapter 3

About Gender <http://www.gender.org/uk/about/>

Feminist Internet Gateway <http://www.feminist.org/gateway/master2.html>

United Nations Population Fund <http://www.unfpa.org/>

Articles, essays, conference proceedings on sex roles <http://www.nau.edu/wst/access/roles/roleart.html>

Social Sciences Information Gateway: Sex Roles and Women's Issues

<http://sosig.esrc.bris.ac.uk/roads/sunject-listing/Europe-cat/sexiss.html>

Chapter 4

Women's Health Issues <http://feminist.com/health.htm>

Breast Self Exam Demonstration <http://www.hsc.sunyb.edu/baldwin/checking.htm>

Save the Children <http://www.savethechildren.ca/en/whatwedo/isfemgen.html>

Home Health UK <http://www.homehealth-uk.com/medical/femalemain.htm>

Chapter 5

Sexual Health <http://www.sexualhealth.com/content/index.cfm?Topic=Men's%20Sexual%20Health>

Men's Health <http://www.healthtouch.com/level/leaflets/101529/101529.html>

Testicular Self Exam <http://www.mskcc.org/mskcc/html/625.cfm>

Assessing and managing male sexual problems

http://www.studentbmj.com/back_issues/0999/education/321.html

Chapter 6

Engender Health <http://www.engenderhealth.org/res/onc/sexuality/response/index.htm>

Adult Sexual Advisor <http://www.realage.com/Connect/healthadvisor/adulthealth/crs/agevs.htm>

Chapter 7

Sex Education Links <http://www.bigeye.com/sexeducation/passion.html>

Improving Intimacy with your Mate without Losing your Boundaries <http://sfhelp.org/Rx/mates/intimacy.htm>

Chapter 8

Cooperative Communication Skills Extended Learning Community <http://www.coopcomm.org>

Assertive Communication <http://www.umar.edu/~counsel/assert.html>

Chapter 9

Tutor Gig http://www.tutorgig.com/encyclopedia/getdfn.jsp?keywords=sexual_behavior

Go Ask Alice <http://www.goaskalice.columbia.edu/Cat6.html>

Celibacy FAQ <http://mail.bris.ac.uk/~plmlp/celibate.html>

Chapter 10

National Journal of Sexual Orientation Law <http://www.ibiblio.org/gaylaw>

Gay and Lesbian Resources <http://www.lib.uchicago.edu/e/su/gaylesb/qlguide.html>

Gayscape.com www.gayscape.com

Chapter 11

Planned Parenthood <http://www.plannedparenthood.org/>

National Women's Health Information Center <http://www.4woman.gov>

Journal of the American Medical Women's Association http://jamwa.amwa-doc.org/vol53/toc53_5.html

Chapter 12

Medline Plus – Information for Pregnancy <http://www.nlm.nih.gov/medlineplus/pregnancy.html>

Childbirth Organization <http://www.childbirth.org>

The First Nine Months <http://www.parentsplace.com/first9months/main.html>

For prenatal loss <http://www.hygeia.org>

Fertility Information written by patients for patients <http://www.pinelandpress.com/toc.html>

Chapter 13

Electronic Journal of Human Sexuality Childhood sexuality article

<http://www.ejhs.org/volume3/Haroian/body.htm>

Coalition for Positive Sexuality <http://www.positive.org>

CDC Reproductive Health Information Services http://www.cdc.gov/nccdphp/drh/up_adolpreg.htm

American Social Health Association <http://www.iwannaknow.org/>

Mayo Clinic http://presidioinc.com/newsletter/2000news/2000aug_normalbehavior.htm

Chapter 14

Sexual Information for Aging Adults <http://www.hs.ttu.edu/sexuality&aging/>

National Institute on Aging <http://www.nih.org/nia/>

Cohabitation agreement <http://stricklin.org/cohabitation.htm>

Chapter 15

atHealth.com http://www.athealth.com/Consumer/newsletter/FPN_4_27.htm

Sexual Disorders <http://www.priory.com/sex.htm>

Male and Female Sexual Dysfunction <http://www.csun.edu/~sr2022/soc456/links.htm>

Male Sexual Dysfunction <http://cpmcnet.columbia.edu/dept/utology/impotence.html>

Chapter 16

American Association of Sex Educators, Counselors, and Therapists <http://www.aasect.org/>

Chapter 17

Centers for Disease Control and Prevention <http://www.cdc.gov/nchstp/dstd/dstd.html>

Safer Sex <http://www.safersex.org>

The Body: A Multimedia AIDS and HIV resource <http://www.thebody.com/index.shtml>

American Social Health Organization <http://www.ashastd.org/>

Chapter 18

Sex Info <http://www.soc.ucsb.edu/sexinfo/?article=activity&refid=014>

Sexual Assault Information Page <http://www.cs.utk.edu/~bartley/saInfoPage.html>

Minnesota Center Against Violence and Abuse <http://www.mincava.umn.edu/>

Chapter 19

Sexual Harassment Policy Resource <http://sexualharassmentpolicy.com>

National Institute of Justice <http://www.ncjrs.org/txtfiles.harass.txt>

Friends raping friends – could it happen to you? <http://www.cs.utk.edu/~bartley.acquaint/acquaintRape.html>

Chapter 20

Net Safe http://www.netsafe.org.nz/legal/legal_default.asp/

Computers and Academic Freedom : Sex, Censorship, and the Internet <http://www.eff.org/CAF/cafiuc.html>

United States Prostitutes Union <http://www.bayswab.org/COYOTE.html>

West Legal Directory <http://www.wld.com/conbus/weal/wfrspeec.htm>

ACADEMIC INTEGRITY

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source.

Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

The university Policy on Academic Integrity is posted at <http://academicintegrity.rutgers.edu/integrity.shtml>.

Please Note: Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should **not** adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621.

Definition of Plagiarism

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

DISABILITIES ACCOMMODATION

Students who believe that they may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students who have already received a letter of accommodation should immediately contact the instructor privately to discuss accommodation implementation.

Grading Criteria for Oral Presentations

Presentation – 20%

- The speaker delivers the material in a clear and understandable manner – 5 points possible
- The speaker uses tools appropriate for the presentation (PowerPoint, etc.) – 5 points possible
- The speaker is comfortable with the material (does not read word for word, can answer questions) – 5 points
- The presentation is appropriate for a professional audience – 5 points possible

Content – 50%

- Information is from reliable scientific or clinical resources (no websites or pop psych) – 10 points possible
- Information is cited on slides in APA style, with a concluding “References” slide – 10 points possible
- Information is pertinent to practitioners and/or educators – 10 points possible
- Presentation is even-handed, describing pros and cons of competing philosophies or opinions – 10 points

* For Social Work Students –

- *Information is skill-based and will enhance professional work of audience – 10 points possible

The following can either add additional points or cost you points on the above content scores:

- Both internal/personal and external/structural factors are mentioned
- Ethical, legal, or other special considerations are mentioned
- Content includes information about sexual diversity
- Opinions are clearly identified as such

Handouts – 30%

Handouts include, but are not limited to,

- A suggested reading list (not merely a duplicate of your references) – 10 points possible
 - Referral resources (e.g., hotline numbers, support groups, local agencies or providers) – 10 points
 - Additional pertinent information for practitioners or educators (e.g., best practices), cited – 10 points
- Hint – do not just hand out copies of your PowerPoint slides!

Criteria for grading <u>paper #1</u> for the Human Sexuality course at the Rutgers School of Social Work							
	Points	1	2	3	4	5	
APA Style		Margins, headings, text citation and reference list frequently are inconsistent with APA guidelines.		Paper has occasional mistakes in APA documentation.		Running heads, page numbers, headings, margins, text citations and references are consistent with APA guidelines.	x1
Mechanics		Paper has frequent errors related to spelling, word choice, pronoun agreement, possessives, split infinitives, punctuation (such as the failure to use a comma after introductory adverbial clauses). Paper contains multiple run-on sentences or sentence fragments		Paper has occasional errors related to spelling, word choice, pronoun agreement, possessives, split infinitives, and punctuation (such as the failure to use a comma after introductory adverbial clauses). Paper contains occasional errors in sentence structure. There is minimal variety in sentence structure or length.		Spelling, punctuation, grammar and word choice are correct. Sentences are complete, and they are varied in length and number.	x3
Organization		Paper is disorganized and incoherent.		Paper is incomplete. It lacks a well-developed introduction, body, and conclusion. Paragraphs are well-organized with topic sentence, support for the idea expressed in the topic sentence, and conclusion. Transitions and sequencing among paragraphs and sections are attempted but need improvement.		Paper contains a clear introduction and conclusion. The body of the paper is logically ordered. Individual paragraphs include topic sentences, development of topic ideas with facts and illustrations, and conclusions. Transitions from one topic to the next are logical and smooth.	x3
Substance		Paper does not focus on the assignment and contains minimal references to the concepts discussed in the text and in class. Facts are inaccurate and/or not cited from the literature.		Paper addresses the assignment and contains references to some basic concepts but omits others. Facts are accurate but not always cited from the literature.		Paper thoroughly addresses the assignment, and covers all pertinent concepts from the text and class discussion and utilizes the professional literature to expand upon them or add additional concepts. Facts are accurate and cited.	x5
Application		Content shows little personal insight, is superficial, and is narrow in scope. Little attempt is made to understand the various influences on values and beliefs, to recognize the range of expressions, or to appreciate the issues of sexually oppressed groups. Limited integration of theory with personal values and practice implications.		Content shows self-awareness and a willingness to explore a number of influences on personal beliefs and values. Some understanding of the range of expressions and the issues of sexually oppressed groups is evident. Theory and concepts discussed in class are somewhat integrated into discussion of personal values and practice implications.		Content exhibits not only personal insight but also a willingness to examine personal beliefs rigorously in terms of their etiology, change, and implications for practice. A broad yet deep understanding of the range of expressions and the issues of sexually oppressed groups is evident. Theory and concepts discussed in class are integral to personal values discussion.	x8