

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

**19:910:583 Human Sexuality for the Helping Professions  
Master Syllabus Fall 2016  
Day, time, location**

Instructor name  
Instructor email

Office hours  
Office location

**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**

Upon completion of the course, the student will

1. increase self-awareness regarding
  - personal sexual identity.
  - 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.
2. explore personal reactions to the range and variety of sexual needs and expressions.
3. gain an understanding of different sexual needs and expressions within the context of community, cultural and other environmental influences.
4. understand human sexual development within the life-cycle framework, including
  - the physiological and psychological similarities between males & females.
  - the range of sexual behaviors expressed.
5. better understand the sexual needs and expressions of sexually oppressed groups, such as the aged, persons with disabilities, gay, lesbian, bisexual, and transgender individuals, rape and incest survivors.
6. understand sexuality in terms of reproduction, intimacy, sensuality, identity, and sexualization.
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.
8. become comfortable discussing issues related to sexuality with others (e.g., clients).
9. be able to integrate theoretical knowledge with practice techniques when working with clients who present with sexual issues or advocating for vulnerable populations.

10. identify and analyze relevant policies and their influence on human sexuality.

11. evaluate and apply human sexuality research findings to practice.

### **SCHOOL-WIDE LEARNING GOAL**

Our goal is to prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

### **CORE COMPETENCIES**

<b><u>Competency</u></b>	<b><u>Assessment measure</u></b>
<b>Competency 2: Engage Diversity and Difference in Practice</b> <ul style="list-style-type: none"><li>• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li><li>• present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li><li>• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li></ul>	Paper, presentation, final paper, class participation
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b> <ul style="list-style-type: none"><li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li><li>• use supervision and consultation to guide professional judgment and behavior.</li></ul>	Paper, presentation, final paper, class participation
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, &amp; Communities</b> <ul style="list-style-type: none"><li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li><li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li></ul>	Paper, presentation, quizzes, final paper, class participation
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b> <ul style="list-style-type: none"><li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li><li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li></ul>	Presentation, final paper, class participation

<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b></p> <ul style="list-style-type: none"> <li>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</li> </ul>	<p>Presentation, final paper, class participation</p>
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <ul style="list-style-type: none"> <li>engage in practices that advance social, economic, and environmental justice.</li> </ul>	<p>Presentation, final paper, class participation</p>

### **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 on eCollege. 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. (2016). *Our sexuality, 13<sup>th</sup> edition*. Belmont, CA: Wadsworth, Cengage.

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

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

<p>Class 1 September 3</p>	<p>Attendance, survey, syllabus, introductions, expectations, guidelines, terminology</p>
<p>Class 2 Sept 10</p>	<p>Discuss Chapter 1 – Perspectives on Human Sexuality Discuss Chapter 2 – Sex Research: Methods and Problems</p>
<p>Class 3 Sept 17</p>	<p>Discuss Chapter 5 – Gender Issues <b>Quiz today</b> (Chapter 1, 2, 5) <b>Selection of presentation topic due before class today</b></p>
<p>Class 4 Sept 24</p>	<p>Discuss Chapter 3 – Female Sexual Anatomy and Physiology Discuss Chapter 4 – Male Sexual Anatomy and Physiology <b>Quiz today</b> (Chapter 3, 4)</p>
<p>Class 5 Oct 1</p>	<p>Discuss Chapter 6 – Sexual Arousal &amp; Response Papers due today</p>
<p>Class 6 Oct 8</p>	<p>Discuss Chapter 7 – Love &amp; Communication in Intimate Relationships Discuss Chapter 8 – Sexual Behaviors <b>Presentations begin today</b></p>

**Quiz today** (Chapter 6, 7, 8)

Class 7 Oct 15	Discuss Chapter 9 – Sexual Orientations (Gender and Sexual Diversities) Presentations Speaker
Class 8 Oct 22	<b>No in-class session</b> – CSWE Annual Program Meeting <b>See online assignment</b>
Class 9 Oct 29	Discuss Chapter 10 – Contraception Discuss Chapter 11 – Conceiving Children: Process and Choice <b>Quiz today</b> (Chapter 9, 10, 11)
Class 10 Nov 5	Discuss Chapter 12 – Sexuality during Childhood & Adolescence Presentations
Class 11 Nov 12	Discuss Chapter 13 – Sexuality and the Adult Years; Presentations <b>Quiz today</b> (Chapter 12, 13)
Class 12 Nov 19	Discuss Chapter 14 – Sexual Difficulties & Solutions Discuss Chapter 15 – Sexually Transmitted Infections <b>Quiz today</b> (Chapter 14, 15)
Nov 26	<b>No class – Thanksgiving Break</b>
Class 13 Dec 3	Discuss Chapter 16 – Atypical Sexual Behavior Discuss Levine, S.B.(2010). What is sexual addiction?, Journal of Sex & Marital Therapy, 36 (3), 261 –275, <a href="http://dx.doi.org/10.1080/00926231003719681">http://dx.doi.org/10.1080/00926231003719681</a> . Taking a Sexual History
Class 14 Dec 10	Discuss Chapter 17– Sexual Coercion Speaker
Class 15 Dec 17	Discuss Chapter 18 – Sex for Sale Final discussions & course wrap-up Final Presentations <b>Quiz today</b> (Chapter 16, 17, 18)

**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 September 17. 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**

For this paper, you will receive several case scenarios grounded in the material you learn in class. After a careful reading of each scenario, you are to

- Provide a diagnosis, with descriptors, as appropriate
- Describe the specific details that caused you to rule in and/or rule out diagnoses
- List the additional information you should gather to help you assess the clients' situations
- Describe a tentative treatment/intervention plan and timeline, justifying your choices
- Include any potential ethical issues that could arise, and how you would deal with them
- Write succinctly, with no more than two pages per scenario.
- Do not discuss these scenarios with your classmates, other students, faculty, or other clinical resources. This work must be your own. Sign/type your name under the honor code statement on the cover page of your paper.

**IMPORTANT NOTE** – This is a clinical paper, not a research paper. If you look up information, or use others' thoughts, be sure to cite the course. 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 %
Paper #1	20 %
Presentation	20 %
Final paper	20%
Participation	20 %

### **Course Grades**

92-100	A
87-91	B+
82-86	B
77-81	C+
70-76	C
0-69	F

\*Scores to be rounded up at .5

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.

## Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

### New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

### Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

### Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus.

<http://learn.camden.rutgers.edu/writing-assistance>

## RECOMMENDED READINGS & WEBSITES

### 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* (4<sup>th</sup> 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**

- <http://www.cdc.gov>. Center for Disease Control (CDC): An excellent source for national and state vital statistics, including birth rates, marriage and divorce rates, and mortality and disease data.
- <http://www.nih.gov>. The National Institutes of Health: This website is the homepage for the National Institute of Health and includes valuable information on all aspects of human health, including sexuality. Of particular interest are the research trials, which give students information about cutting edge work in the field.
- <http://www.siecus.org>. SIECUS: This website is the home page of the Sexuality Information and Education Council of the United States. It is an invaluable source of information and resource for those with questions about sexuality.
- <http://www.sexuality.org> Society for Human Sexuality: This home page is a comprehensive educational resource for those interested in learning more about sexual technique and safer sex practices.
- <http://www.sexscience.org> Society for Scientific Study of Sexuality: This home page is a good primary resource site for those interested in sexuality research.
- <http://youtube.com>. YouTube has numerous examples of sex education videos from the 50s and earlier. These provide illustrations on the sexual knowledge and attitudes of their times.

- <http://www.worldbank.org>. The World Bank: This website includes several articles about global gender issues as well as links to many websites focusing on gender and culture. This is an excellent source for student research and short news articles.

## Chapter 2

- <http://allpsych.com/psychology101/intro.html>. This site discusses research methods that students can use as a guide to learn more about design and analysis.
- <http://www.humansexualityeducation.com/>. The Institute for the Advanced Study of Human Sexuality, which offers graduate degrees in human sexuality, provides access to research and other materials on their website.
- [www.kinseyinstitute.org](http://www.kinseyinstitute.org). The Kinsey Institute for Research in Sex, Gender, and Reproduction, Inc. This is an excellent research website. Have students click on Research and Publications and report on one of the current studies in progress. Each study contains a slide presentation that explains the study's hypotheses, methodology, etc. Students can even see examples of survey questions. Instructors could also stay up to date with ongoing research.
- <http://nsrc.sfsu.edu>. The National Sexuality Resource Center is a website of interest to students wanting further training in human sexuality, as well as a link to current sex research.
- [http://www.nsrc.sfsu.edu/sexuality\\_research\\_social\\_policy](http://www.nsrc.sfsu.edu/sexuality_research_social_policy). The journal, *Sexuality Research and Public Policy* identifies key sociopolitical issues related to sexuality research.
- <http://www.sexscience.org/>. The Society for the Scientific Study of Sexuality provides information about sexuality research, including a discussion of ethical standards.

## Chapter 3

- <http://www.4woman.gov>. National Institutes of Health Women's Health Database: This site includes fact sheets, statistics, and self-assessments on various women's health topics.
- <http://www.circumstitions.com>. Information and Resource Pages provide information on all aspects of both female and male circumcision.
- <http://www.the-clitoris.com>. Great site on women's reproductive health from a biological and psychosocial perspective.
- <http://www.desertflowerfoundation.org/en/>. Waris Dire, a supermodel, was subjected to female genital mutilation at the age of 5. She now speaks out and lobbies against these procedures.
- <http://www.fgmnetwork.org/index.php>. This site provides information about female genital cutting (mutilation), including reports from non-governmental organizations on prevention activities.
- [http://www.feminist.com/resources/links/links\\_health.html](http://www.feminist.com/resources/links/links_health.html). Women's Health Issues: A great website for finding links to other resources. It includes a link to the webpage for *Our Bodies Ourselves*, which has excerpts from the book itself.
- <http://www.goaskalice.columbia.edu/>. Go Ask Alice! This website provides several questions and answers about anatomy, sexuality, and several other topics of interest to college students.

- <http://www.ourbodiesourselves.org>. Our Bodies, Ourselves: An excellent companion site for the book by the same name, and outstanding general resource for women's health issues. This site includes fact sheets and information on a multitude of women's health issues, advocacy, and research.
- <http://www.plannedparenthood.org>. Planned Parenthood Federation: This site includes information and resources on sexual health, birth control, family planning, relationships and communication, as well as news, press releases, advocacy, and educational resources.

#### Chapter 4

- <http://www.cdc.gov/men/>. This website offers articles on a wide variety of men's health issues from the Centers for Disease Control.
- <http://www.circumstitions.com>. This site provides information about both female and male genital cutting.
- <http://familydoctor.org/online/famdocen/home/men.html>. This website offers information on prostate health, STIs, and reproductive functioning for men.
- <http://www.icgi.org/>. The International Coalition for Genital Integrity provides information about genital alterations of males, females, and intersex individuals.
- <http://nocirc.org/>. The National Organization of Circumcision Resource Centers provides information for expectant parents, health care providers, and others about circumcision, including its risks and benefits.
- <http://www.noah-health.org/en/healthy/men/>. The New York Online Access to Health website offers a wide range of information about men's health issues (bilingual Spanish).
- <http://www.psa-rising.com/>. PSA-Rising provides information about prostate cancer, including risk factors, diagnosis, and treatment.
- <http://www.sexualhealth.com>. This is a great site for general male health –related questions. The home site also contains information about female sexual health.
- <http://www.tcrc.acor.org>. Testicular Cancer Resource Center: This is a great site on testicular cancer. Techniques and rationale for testicular self-examination are provided.

#### Chapter 5

- <http://www.gender.org.uk/about/>. This is a wonderful website for research and historical information about gender roles. It also provides access to a number of other great gender sites.
- <http://www.feminist.org/>. The Feminist Internet Gateway: This is purely a resource of websites for women's issues, organized by subject matter.
- <http://www.genderads.com>. This website, founded by Dr. Scott Lukas, allows users to examine PowerPoints of print ads comparing males and females across several domains. This would be a great site to launch a discussion of gender roles in the media or to incorporate into lecture.
- <http://www.unfpa.org/>. The United Nations Population Fund: This organization addresses gender issues from an international perspective.

- <http://www.isna.org/>. The Intersex Society of North America (ISNA) is the premier resource for people seeking information and advice about atypical reproductive anatomies and disorders of sex development (DSDs). This excellent website includes FAQs, video and book resources, advocacy, news, and other information.
- <http://sccatl.org/content/>. The Southern Comfort Conference is the world's largest gathering of transpersons and their partners and others. It provides a wide range of workshops and support services as well as information on vendors that address the needs of transpersons.

## Chapter 6

- <http://www.aarp.org>. American Association of Retired Persons: This site contains a host of information regarding sexuality and sexual health issues in the 50+ population. Search "sexuality" from the site's homepage for links to various articles, including results from the AARP/Modern Maturity's landmark study about sexual attitudes and behaviors in the aging population.
- <http://www.apa.org/pi/aging/sexuality.html>. American Psychological Association Online: this article provides information on older adult sexual functioning and additional resources.
- <http://www.engenderhealth.org/index.php>. Engender Health: This site nicely summarizes the human sexual response cycle in easy to follow modules.
- <http://www.kinseyinstitute.org/>. The Kinsey Institute for Research in Sex, Gender, and Reproduction, Inc: This is an excellent research website. Have students click on Research and Publications and report on one of the current studies in progress.
- <http://www.independentliving.org/docs5/Sexuality.html>. The Independent Living Institute provides information on sexuality for persons with disabilities.

## Chapter 7

- <http://dataguru.org/love/lovetest/findings/conceptfa.asp>. Data Guru The Love Test: This is an application of Sternberg's theory to a survey on love.
- <http://helping.apa.org>. American Psychological Association: The home page for this national organization includes information on marriage, divorce, sexuality issues, and mental health in general.
- <http://health.howstuffworks.com/relationships>. Discovery Health provides videos and other resources concerning relationships.
- <http://www.gottman.com>. The Gottman Institute: This site provides cutting-edge research on marriage and relationships; it includes educational opportunities for couples, individuals, and mental-health professionals.
- <http://www.matchmakinginstitute.com/>. The Matchmaking Institute is an organization of professional matchmakers and provides resources for matchmakers.
- <http://www.mindtools.com/index.html>. Mind Tools: This is a great site designed to help enhance careers. It includes information on how to communicate effectively across a variety of media (including e-mail).
- <http://www.newconversations.net>. New Conversations: This is a free site devoted to helping individuals and groups improve their communication skills. It includes an extensive library.

- <http://www.wwme.org/>. Worldwide Marriage Encounter: This site is maintained by the National Office of Worldwide Marriage Encounter. It contains a description of their program and useful resources for couples in committed relationships.

## Chapter 8

- <http://www.asexuality.org>. Asexual Visibility and Education Network: This organization (AVEN) strives to create public acceptance and discussion of asexuality. It is also an excellent resource for news, education, and advocacy regarding this little-researched lifestyle.
- <http://SFSI.org>. San Francisco Sex Information: This organization provides free information and advice about sexual practices, STIs and birth control. It also has information about how to become a SFSI trained sex educator.
- <http://www.singlescafe.net/etiquette.html>. Sexual Etiquette: This is a commercial site for students involved in the “how-tos” of a sexual relationship. Issues such as the “polite” way to discuss STIs and birth control options are reviewed.
- <http://www.soc.ucsb.edu/sexinfo/>. UCSB’s Sex Info: This website is maintained by Human Sexuality students at the University of California, Santa Barbara. It provides accurate, current information about a variety of topics, including: sexual activity, sex and the law, sex under the influence, love and communication, sexual difficulties, and more. It also features an “Ask the expert” option.

## Chapter 9

- <http://www.asexuality.org> Asexual Visibility and Education Network: This organization (AVEN) strives to create public acceptance and discussion of asexuality. It is also an excellent resource for news, education, and advocacy regarding this little-researched lifestyle.
- <http://www.gayscape.com> This is a search engine focusing on gay and lesbian issues. This is an advocacy-oriented website. It contains valuable information about gay and lesbian issues and could serve as a good place to start for students interested in further research.
- <http://www.ibiblio.org/gaylaw> The National Journal of Sexual Orientation Law: This site is devoted to promulgating information about legal precedents related to gay and lesbian issues. It is very timely in terms of the current controversy over marriage laws.
- <http://www.lib.uchicago.edu/e/su/gaylesb/glguide.html> Guide to Gay and Lesbian Resources: This is a very comprehensive list of gay and lesbian resources compiled by and located at the University of Chicago Library.
- <http://www.pflag.org/> Parents, Families & Friends of Lesbians and Gays (PFLAG): This national non-profit organization supports the health and well-being of gay, lesbian, bisexual, and transgender persons and families through education and advocacy.
- <http://www.thetaskforce.org/> The National Gay and Lesbian Task Force: This organization, founded in 1973, works to build the grassroots political power of the LGBT community to win complete equality. The website is an excellent resource for information on GLBT issues, leadership, media watch, and advocacy.
- <http://www.itgetsbetter.org/> The It Gets Better Project was created to give hope to young LGBT people.

## Chapter 10

- <http://www.arhp.org/hormonalcontraception> Association for Reproductive Health Professionals provides animations of how various types of hormone-based contraceptives affect the female endocrine system.

- <http://www.crlp.org> The Center for Reproductive Rights is a nonprofit legal advocacy organization dedicated to promoting and defending women's reproductive rights worldwide. It is an excellent resource for legal and policy issues surrounding reproductive rights.
- [www.guttmacher.org](http://www.guttmacher.org) The Guttmacher Institute is a nonprofit organization focused on sexual and reproductive health research, policy analysis and public education.
- <http://www.newmalecontraception.org/> The Male Contraception Information Project provides information about non-hormonal methods of male contraception.
- <http://www.womenshealth.gov> The National Woman's Health Information Center is a clearinghouse for research and statistics concerning all kinds of health issues, including contraception.
- <http://www.path.org/publications/detail.php?i=1267> PATH, a global public health organization, addresses the importance of the female condom.
- <http://www.plannedparenthood.org> Planned Parenthood: This website is comprehensive and easy to use. Students can access resources by their zip code.
- <http://sexetc.org/> Sex Etc. provides information for teens on birth control and other issues related to sexuality.

## Chapter 11

- <http://www.childbirth.org> Childbirth Organization: This site is copyrighted from 1994 to 1998 by the Childbirth Organization and has a full range of topics from pregnancy through childbirth. It includes up-to-date information, resources and referrals, opinion, and personal story pages.
- <http://www.compassionatefriends.org/home.aspx> Compassionate Friends provides information and support to families experiencing miscarriage, stillbirth, and infant death.
- <http://www.hygeia.org/> Hygeia.org: This site is a wonderful resource for people who have experienced prenatal loss. Numerous resources are included on the site including chat rooms specific to loss and search engines for research concerning loss.
- [www.naral.org](http://www.naral.org) National Abortion Rights Action League (NARAL): National organization advocating for and providing comprehensive information on reproductive rights in the US.
- <http://www.nlm.nih.gov/medlineplus/pregnancy.html> Medline Plus-Information for Pregnancy: Good research-based site listing links to information and articles relevant to healthy pregnancy.
- <http://www.pinelandpress.com/toc.html> Pineland Press: This is a search engine listing fertility information written by patients for patients. The information on this site is written in clear language. Links to other fertility resources are included.
- <http://www.resolve.org/> The National Infertility Association, Resolve, provides information and support regarding infertility.

## Chapter 12

- <http://www.iwannaknow.org/> American Social Health Association: This site provides sexuality information for teenagers.

- <http://www.cdc.gov/reproductivehealth/index.htm/> CDC Reproductive Health Information Services: This site is a resource for many reproductive health issues, including statistics on adolescent health.
- <http://www.childrenofthenight.org/> Children of the Night Children of the Night is a privately funded non-profit organization established in 1979 and dedicated to rescuing America's children from the ravages of prostitution.
- <http://www.thenationalcampaign.org/> The National Campaign to Prevent Teen Pregnancy was founded in 1996 to work on decreasing teen pregnancy in America.
- <http://www.positive.org/> The Coalition for Positive Sexuality (CPS): This group was founded in 1992 to address teenage sexual issues and provide factual information to teenagers regarding sex education.
- <http://www.siecus.org/> Sexuality Information and Education Council of the United States: This non-profit organization promotes comprehensive education about sexuality, and advocates the right of individuals to make responsible sexual choices.
- [www.stopitnow.com/mn/parents.html/](http://www.stopitnow.com/mn/parents.html/) Stop It Now! Minnesota works to prevent child and adolescent sexual abuse. The website offers resources for parents to identify normal childhood sexual behavior, and behaviors that may signal abuse.

### Chapter 13

- <http://www.apa.org/pi/aging/sexuality.html> The American Psychological Association provides a list and descriptions of several articles related to aging and sexuality.
- <http://www.divorcesupport.com/> The Divorce Support Website provides information on divorce and family law, and resources needed to move through a divorce by state.
- <http://www.foryourmarriage.org/> For Your Marriage: This website is part of the United States Conference of Catholic Bishops' Initiative. The website offers information on preparing for marriage and keeping the marriage healthy, and includes daily marriage tips. Note: This website offers information that may not be aligned with all perspectives on marriage.
- <http://girlsnotbrides.org/child-marriage/> Girls Not Brides is an international coalition of non-governmental organizations devoted to ending child marriage.
- <http://www.helpthechildbrides.com/> Help the Child Brides brings awareness to the issue of child brides in Western polygamous communities and provides support for those seeking escape from forced marriage.
- <http://gottman.com/> The Gottman Institute: John Gottman's research on marriage and divorce is highlighted in this comprehensive website for couples.
- <http://marriage.rutgers.edu/> The National Marriage Project. This site focuses on a research project that examines the state of marriage in the U.S. It provides information and statistics on marriage, divorce, and single living.
- <http://singletude.blogspot.com/> The Singletude Blogspot offers articles, links, and comments about being single.

### Chapter 14

- <http://www.aamr.org/index.cfm> The American Association of Intellectual and Developmental Disabilities provides resources related to sexual expression in individuals with intellectual and developmental disabilities.

- <http://www.aasect.org/> The American Association of Sex Educators, Counselors, and Therapists: An excellent site for students who are interested in becoming a sex therapist; this site is also a good resource for locating a qualified therapist.
- <http://www.christopherreeve.org> The Christopher and Dana Reeve Foundation provides information related to spinal cord injury, including a discussion of sexual and reproductive health.
- [http://www.familyofavet.com/PTSD\\_intimacy.html](http://www.familyofavet.com/PTSD_intimacy.html) Family of a Vet provides support for military veterans and their families, including discussion of the impact of PTSD on sexuality.
- <http://www.impotence.org.uk/> The Sexual Dysfunction Association offers information and support to males and females with all forms of sexual dysfunction. The website offers several fact sheets that can be printed off and passed out in class.
- <http://www.ourbodiesourselves.org/> Our Bodies, Ourselves provides health information for women, including sexual functioning and body image.
- [www.sexualhealth.com/](http://www.sexualhealth.com/) The Sexual Health Network “is dedicated to providing easy access to sexuality information, education, mutual support, counseling, therapy, healthcare, products and other resources for people with disabilities, illness, or natural changes throughout the lifecycle and those who love them or care for them.”

#### **Chapter 15**

- <http://www.ashaSTI.org/> The American Social Health Association: A good resource for information about STIs. Offers pamphlets on each disease which might be useful to educators of all types.
- <http://www.cdc.gov> Centers for Disease Control and Prevention: This site is sponsored by the CDC and contains the latest information and statistics on STIs. You can also view copies of the MMWR (Morbidity and Mortality Weekly Report) – an excellent resource.
- <http://www.poz.com/> POZ serves the community of individuals who are HIV positive.
- <http://www.soc.ucsb.edu/sexinfo/> UCSB’s Sex Info: Geared towards college students, the University of California, Santa Barbara maintains a comprehensive, up-to-date website with information on a variety of sexual health topics, including STIs.
- <http://www.thebody.com/index.shtml> The Body: A Multimedia AIDS and HIV Resource: A highly acclaimed site that presents not just the facts, but also the personal side of HIV and AIDS. Includes support forums, CDC data and information on nutrition and finances.

#### **Chapter 16**

- <http://saa-recovery.org/> Sex Addicts Anonymous is a fellowship of recovering sex addicts that is based on the 12-step approach.
- <http://www.sarr.org/> Sexual Addiction Recovery Resources on the Internet: This site provides a directory of Internet resources for people experiencing sexual addiction and their partners.
- <http://www.tri-ess.org> Tri-ESS: The website contains information for cross-dressers and their significant others including a regional chapter directory, membership information, event calendar and publications.

#### **Chapter 17**



- <http://www.rainn.org/> Rape, Abuse, and Incest National Network (RAINN): This comprehensive site provides new, education, statistics, a “What Do I Do Now?” resource, and a national hotline.
- [http://www.eeoc.gov/types/sexual\\_harassment.html/](http://www.eeoc.gov/types/sexual_harassment.html/) Sexual Harassment Policy Resource: The site, sponsored by the US Equal Employment Opportunity Commission, provides an excellent summary of sexual harassment.
- <http://www.feminist.com/antiviolence/natl.html/> Anti-Violence Resource Guide: This website provides links to several other sites for prevention of violence against women.
- <http://www.pavingtheway.net/> PAVE - Promoting Awareness Victim Empowerment uses education and action to shatter the silence of sexual violence through targeted social, educational and legislative tactics.
- <http://www.snapnetwork.org/> The Survivors Network of those Abused by Priests provides information about sexual abuse by clergy as well as links to resources for survivors.
- <http://www.taasa.org/> The Texas Association against Sexual Abuse provides a wide range of resources related to sexual abuse.
- <http://www.4woman.gov/faq/rohypnol.htm> U.S. Department of Health and Human Services: This site provides good general information on various date rape drugs.
- <http://ub-counseling.buffalo.edu/rapeprevent.shtml> State University of New York, Student Health: This site contains a sexual assertiveness quiz, plus date rape prevention tips.
- <http://www.womenforwomen.org/> Women for Women documents the experiences of women during wars, including victims of rape.

## Chapter 18

- [www.asacp.org/](http://www.asacp.org/) Association of Sites Advocating Child Protection: Founded in 1996, the Association of Sites Advocating Child Protection (ASACP) is a non-profit organization dedicated to eliminating child pornography from the Internet.
- <http://www.gems-girls.org/about> Girls Educational and Mentoring Services’ (GEMS) mission is to empower girls and young women, ages 12–24, who have experienced commercial sexual exploitation and domestic trafficking, to exit the commercial sex industry and develop to their full potential.
- <http://www.iast.net/> The Initiative Against Sexual Trafficking is an organization dedicated to eliminating sexual trafficking, helping victims and prosecuting traffickers. The site has links to several articles.
- [www.bayswan.org/](http://www.bayswan.org/) PENnet: The Prostitutes' Education Network is an information service about legislative and cultural issues as they effect prostitutes and other sex workers. The service is comprised of information for sex workers and activists/educators who study issues of decriminalization, human rights in the context of prostitution, violence against prostitutes and women, sex workers and pornography, as well as current trends in legislation and social policy in the U.S. and internationally.
- <http://prostitutionprocon.org/> Prostitution ProCon is a nonprofit organization that posts information about the debate on whether prostitution should be legal.
- <http://www.sharedhope.org/> Shared Hope is an international organization devoted to rescuing girls and women who are forced to engage in prostitution and provide them with the services needed to “restore” their lives.

## ACADEMIC INTEGRITY POLICY

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 APA citation style which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

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 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.

Plagiarism as described in the University's Academic Integrity Policy is as follows: **"Plagiarism:** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by 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 Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

## **DISABILITY ACCOMMODATION**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## **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!

<b>Criteria for grading <u>Paper #1</u> for the Human Sexuality course at the Rutgers School of Social Work</b>							
	<b>Points</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>APA Style</b>		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.	<b>x1</b>
<b>Mechanics</b>		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.	<b>x3</b>
<b>Organization</b>		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.	<b>x3</b>
<b>Substance</b>		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.	<b>x5</b>
<b>Application</b>		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.	<b>x8</b>

<b>Criteria for grading <u>Final Paper</u> for the Human Sexuality course at the Rutgers School of Social Work</b>							
	<b>Points</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>APA Style</b>		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.	<b>x1</b>
<b>Mechanics</b>		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.	<b>x3</b>
<b>Organization</b>		Paper is disorganized and lacks coherence.		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, examples, and conclusions. Transitions from one topic to the next are logical and smooth.	<b>x3</b>
<b>Substance</b>		Paper does not focus on the assignment and contains minimal references to the concepts discussed in class or the literature. Facts are inaccurate and/or not cited.		Paper addresses the assignment and contains references to basic information but omits more nuanced conceptualizations. Facts are accurate but not always cited from the literature.		Paper thoroughly addresses the assignment, and covers all pertinent concepts. It utilizes the professional literature to expand upon basic information, when necessary, and presents well-drawn, nuanced conceptualizations. All facts are accurate and cited.	<b>X6</b>
<b>Application</b>		Content shows little clinical insight, is superficial, and is narrow in scope. Diagnostic details are inaccurate or missing. Little or no attempt is made to justify clinical choices, and only obvious ethical issues presented. Treatment plan is superficial, lacks detail, or is clinically inappropriate. Approach is biased or skewed to stereotypes.		Content demonstrates developing insight and provides a limited clinical discussion. Diagnostic details may be few, but accurate. Some justifications are included for the choices made, and a few ethical issues are presented. The treatment plans are on target and include enough detail to be replicable. The clinical approach shows an unbiased perspective.		Content is deeply insightful and includes accurate, well-justified diagnostic details. The treatment plans are well-articulated, and represent a mature perspective on sexual variation. Difference is embraced, and all ethical issues are anticipated, with a thoughtful plan for each.	<b>X7</b>

