

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPS 605D

COURSE TITLE

RELATIONSHIPS & SEXUALITY-DSPS

TYPE COURSE

NON-FEE

DSPS

CATALOG COURSE DESCRIPTION

This course is designed to allow students with disabilities to explore their attitudes and values regarding healthy sexual relationship development. Topics include human anatomy, reproduction, contraception choices, sexual orientation, sexually transmitted infections, and sexual coercion. Students will learn about building relationships with an emphasis on the development of positive personal strategies. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development

SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Learn the correct terms for sexual anatomy and reproductive health.
2. Develop an understanding of the human sexual response cycle and physical intimacy.
3. Explore various contraception methods and sexually transmitted infections.
4. Introduce the concepts of dating and stages of relationships.
5. Explore attitudes, values, and differences about sexuality and relationships.
6. Learn the signs of sexual abuse, assault, and harassment and where to seek assistance.

COURSE OBJECTIVES

1. Name correct terminology for sexual anatomy and the components of the male and female reproductive system.
2. Describe the steps of the sexual response cycle and components of physical intimacy.
3. Give an example of a method of contraception and types of sexual transmitted infections.
4. Categorize the stages of dating and relationships in correct order from strangers to deep intimacy.
5. Compare and describe attitudes, values, and beliefs in regard to sexual orientation and gender.
6. Summarize the definitions of sexual abuse, assault, and harassment.
7. Name one community resource for victims of sexual assault, abuse, and/or harassment.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction
 - 1.1. Establishing rules and procedures regarding subject matter for class
 - 1.2. Biases, influences, and views on sex and relationships
2. Sexual Anatomy
 - 2.1. Importance of learning about sex and relationships
 - 2.2. Common experiences of puberty
 - 2.3. Correct terminology for anatomy versus slang terminology
 - 2.4. Private versus public places on the body
 - 2.5. Female sexual anatomy and physiology
 - 2.6. Male sexual anatomy and physiology
3. Reproductive Health
 - 3.1. Preventative health
 - 3.2. Female reproductive organs
 - 3.3. Menstruation and ovulation
 - 3.4. Male reproductive organs

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.5. Fertilization and Reproduction
- 3.6. Pregnancy
- 3.7. Gynecological exams
- 3.8. Breast examination
- 3.9. Testicular and rectal exam
- 4. Sexual Responses and Partnered Sex
 - 4.1. Human sexual response cycle
 - 4.1.1. Sexual desire
 - 4.1.2. Arousal
 - 4.1.3. Plateau
 - 4.1.4. Orgasm
 - 4.1.5. Resolution
 - 4.2. Self-intimacy
 - 4.3. Physical intimacy with partner
 - 4.3.1. Kissing
 - 4.3.2. Touching
 - 4.3.3. Oral sex
 - 4.3.4. Intercourse
- 5. Contraception and Sexually Transmitted Infections
 - 5.1. Contraception methods
 - 5.1.1. Abstinence
 - 5.1.2. Withdrawal
 - 5.1.3. Barrier methods
 - 5.1.4. Hormonal methods
 - 5.1.5. Surgical methods
 - 5.2. Sexually transmitted infections
 - 5.2.1. Bacterial infections and symptoms
 - 5.2.2. Viral infections and symptoms
 - 5.2.3. Parasites and symptoms
 - 5.2.4. Prevention and treatment
 - 5.3. Community and Local Resources
- 6. Introduction to Dating
 - 6.1. Types of romantic relationships
 - 6.2. Social aspects of dating
 - 6.3. Physical appearance
 - 6.4. Personal hygiene
 - 6.5. Sensory sensitivities and disability awareness
 - 6.6. Confidence
- 7. The Dating World
 - 7.1. Finding someone to date
 - 7.2. Selecting places/activities
 - 7.3. Private versus public locations
 - 7.4. Social communication skills
 - 7.5. Ending a date
 - 7.6. Follow up after a date
- 8. Stages of Relationships
 - 8.1. Strangers

COURSE CONTENT AND SCOPE (CONTINUED)

- 8.2. Casual dating
- 8.3. Romantic friends
- 8.4. Romantic partners
- 8.5. Deep intimacy
- 9. Maintaining Relationships
 - 9.1. Communication
 - 9.2. Compromise
 - 9.3. Empathy
 - 9.4. Affection
 - 9.5. Support
- 10. Attitudes, Values, and Differences
 - 10.1. Values
 - 10.2. Sexual orientation and gender
 - 10.3. Rights and laws
 - 10.4. Language and terminology
 - 10.5. Understanding lesbian, gay, bisexual, transgender and questioning (LGBTQ) issues
 - 10.6. Marriage
- 11. Sexual Intimidation: Harassment, Aggression, and Abuse
 - 11.1. Signs of abuse in relationships
 - 11.2. Sexual harassment
 - 11.3. Understanding social mistakes and how to repair them
 - 11.4. Sexual abuse and assault
 - 11.5. Resources for victims
 - 11.6. Safe use of technology
 - 11.6.1. Internet
 - 11.6.2. Mobile devices

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, instructor written materials and materials designed for students with disabilities, instructor selected websites, articles, workbooks, and handouts designed for sexuality education.

WRITING ASSIGNMENTS

Typical writing assignments may include, but are not limited to, individual worksheets or workbooks, form completion, journal entries, preparing text for assigned projects, and sample digital communications.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts and reference materials, research as needed to complete projects and visits to community centers, resource centers, and health and wellness fairs.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments that demonstrate critical thinking may include, but are not limited to, small and large group activities in problem solving, individual activities that require applying facts or information learned in class, upkeep and contribution to a student resource binder, and completion of worksheets and in class assignments. An example of an appropriate assignment may include identifying and categorizing stages of relationships in correct order.

EVALUATION

Students will be evaluated with a variety of methods including pre and post assessment, Student Learning Outcomes for the course, quizzes, instructor observation of classroom activities, worksheet assignments, maintenance of student resource binder, participation in class and attendance.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to, group and individual instruction via lecture/laboratory or discussion, large and small group activities, videos, handouts and written exercises, computer aided instruction, guest speakers, and field trips. This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

The Ultimate Guide to Sex and Disability, Cory Silverberg, Fran Odette and Miriam Kaufman, Cleis Press, current edition

PREPARED BY: Katie Serbian

DATE February 7, 2018

REVISED BY: _____

DATE _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog