

**Sexual Health and Development Syllabus**  
**School for New Learning - DePaul University**  
**Winter 2009, Course SW 370, Alternate Mondays, Naperville Campus**

**Course Description:** This course will introduce students to a variety of topics related to human sexuality. The course will begin with a historical view of sexuality and lead to an analysis of current topics in sexuality related to health and physical development, culture and politics. The format of the course will consist of class meetings every other week and attentive participation to the online discussion board in between class sessions. Students will be required to read articles provided by the instructor and discuss them during class and on the course discussion board. The course will be divided into several modules related to sexual and physical health, relationships and gender issues, atypical sexual behavior and the roles of spirituality, culture, media, gender and aging. Students will participate in class presentations and present research on the web board related the competencies taken in the class.

**Faculty:** Dr. Anna Maria Wegierek  
**Email:** [awegiere@depaul.edu](mailto:awegiere@depaul.edu)  
**Telephone:** 708.710.8819

Anna Maria Wegierek is a Clinical Psychologist and has worked as a psychotherapist, clinical supervisor and a teacher for more than a decade. She has a doctorate in Clinical Psychology and her clinical research focuses on dual diagnosis (mental health and substance abuse). Her other areas of interest include the study of behavior, culture, gender, marriage and family dynamics psychology. Dr. Wegierek has a private practice that provides counseling and diagnostic testing services in several languages including Polish and English.

**Course Competencies:**

**A-1-D:** Can analyze writers' or artists' representations of human experience.

**Activities:** Explore artistic representations of sexuality related to one of the module themes.

**Assignment:** Class presentation and final paper that illustrates artistic works of a module theme.

**H-3-F:** Can understand the interrelationships among intellectual, psychological, spiritual, and physical health in one's own life.

**Activities:** Explore aspects of sexual holistic health related to one of the module themes.

**Assignment:** Class presentation and final paper that illustrates sexual holistic health issues of a module theme.

**S-3-B:** Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

**Activities:** Explore various health care practices related to one of the module themes.

**Assignment:** Class presentation and final paper that illustrates some aspect of health care practices related to one of the module themes.

**S-4 Competence:** Interconnections in the Natural World; Can describe and explain connections among diverse aspects of nature.

**Activities:** Explore aspects of physical sexual development related to one of the module themes.

**Assignment:** Class presentation and final paper that illustrates diverse aspects of physical sexual development related to one of the module themes.

## **Class Schedule:**

**Module One: Sexuality and Gender Orientation** – will address the nature and development of gender characteristics.

Module One Class Session: Monday, 1/5/09, 6:30 pm to 9:30 pm, Naperville Campus  
Module One Online Discussion takes place 1/5/09 through 1/18/09.

Note: Students must logon to course Blackboard by Sunday, 1/4/09.

**Module Two: Sexual Development** – will address the development of physical sexual systems.

Module Two Class Session: Monday, 1/19/09, 6:30 pm to 9:30 pm, Naperville Campus  
Module Two Online Discussion takes place 1/19/09 through 2/1/09.

**Module Three: Sexual Relationships** – will address development and maintenance of relationships.

Module Three Class Session: Monday, 2/2/09, 6:30 pm to 9:30 pm, Naperville Campus  
Module Three Online Discussion takes place 2/2/09 through 2/15/09.

**Module Four: Sexual Health** – will address the issues related to sexual health.

Module Four Class Session: Monday, 2/16/09, 6:30 pm to 9:30 pm, Naperville Campus  
Module Four Online Discussion takes place 2/16/09 through 3/1/09.

**Module Five: Atypical Behavior** – will address types of sexual behavior out of the norm.

Module Five Class Session: Monday, 3/2/09, 6:30 pm to 9:30 pm, Naperville Campus  
Module Five Online Discussion takes place 3/2/09 through 3/15/09.

Note: Final Blackboard comments and papers due to instructor by email on Sunday, 3/15/09.

**Learning Experience:** This course will feature a hybrid format that combines online learning interactions with class meetings on campus on alternating weeks. The course is segmented into five module sections. Each module will address a portion of the course topic of Sexual Health and Development and will begin with interactions online in the first week of the module followed by a class session in the second week of the module. In the online portion of each module, students will have several required articles to read and discuss during that week. In the class session for each module, the instructor will provide lecture and activities followed by student presentations.

There will be no formal textbook required for the course. Instead, the reading material will be in the form of articles that are found on the course Blackboard website. Students are to read the required articles and logon to the course Blackboard every 2 to 3 days to get course updates and participate in class discussion. For each competence taken in the course, students are to select a topic from one module to research and present to the class during that module class session. This topic will also be the subject of the final paper to be submitted for each competence.

Student presentations and final paper are to be based on research from 3 sources, one of which may be from the optional reading list provided and the others from outside sources. Presentations need to meet the objectives set for the module and competence being addressed. Students presenting in the same module should coordinate the topics they plan to present so as not to duplicate their efforts. Presentations are to be 10 minutes long and final papers 5 to 7 pages.

**Blackboard Interactions:** Students will have access to the course Blackboard website upon registration for the course. Blackboard training is available for students through the DePaul Instructional Technology Department at <http://www.depaul.edu/itd/>. Students are required to learn about how to use the

Blackboard system and logon to the course by the first day of class as listed on the class schedule. The Blackboard system provides class announcements, syllabus information, assignments, reading documents, student identification information, communications and the course discussion board. Students are encouraged to begin with the announcements section of the Blackboard site to get started with the course.

**Student Presentations:** Class presentations provide an opportunity for students to focus their attention on the topics that most interest them within the module themes. Each student will present a topic for each competence that he or she is taking in the course. Students are to select which module they would like to address with each competence and need to address two different modules if taking two competencies in the course.

It is important that students review the topics of the five modules in the first week of the course to decide which module they will choose to offer their presentations. For students that select the first module of Gender Orientation, they will have the opportunity to present in the first class session and are encouraged to do so. However, we will continue presentations in the second class session and throughout the quarter.

The content of the student presentations is include a brief review of the sources that have been gathered for the final paper and to facilitate a short discussion related to the topic.

A1D – Analyze Art and Human Experience (present depictions of Module Theme)

H3F – Relationship Between Aspects of Health (present holistic perspective of Module Theme)

S3B – Health Care Practices (present an example of how health care addresses Module Theme)

S4 – Development of Physical Systems (present a development issue related to Module Theme)

**Assessment of Competence:** Students will be assessed on three aspects of their participation in the course. These three aspects are the following.

1) The quality of contributions to the Blackboard discussion: relevance to the topic addressed; accuracy of information and use of theory; conciseness of explanations and focus on main points; evidence cited to substantiate ideas; timeliness of submitting messages

2) The quality of contributions to class discussion including student presentations: demonstrates respect for the ideas and input of others; acknowledges and offers feedback to others; stays on track with discussion objectives; contributes helpful and insightful ideas; offers questions that challenge and engage others

3) The quality of final papers: submits assignments by the assigned due date; addresses the assignment according to directions; demonstrates an appropriate level of reflection; addresses assignment in appropriate level of detail; demonstrates understanding of learning objectives; Integrates and references theories and concepts from resources accurately; presents project with attention to aesthetics, clarity and grammatical acuity.

**Academic Integrity:** Students are responsible for reading and following the University's guidelines on academic integrity found in the Student Handbook and will be held accountable to those guidelines.