

**Chaminade University of Honolulu
Course Syllabus**

COURSE NAME AND NUMBER: PSY 340 Psychology of Sexual Expression

CREDIT HOURS: 3

TIMES AND LOCATIONS: Friday, 5:30 – 9:40 at Chaminade University

INSTRUCTOR: Frank Palacat

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OFFICE HOURS: by appointment

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology.

2012 – 2013 CATALOG COURSE DESCRIPTION

This course examines the role of psychology in human experience as it relates to sexuality; development of individual self-concepts regarding sexuality as they relate to socially accepted behavior. Prerequisite: PSY 101.

I. STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will demonstrate an understanding of the:

1. Scientific Method and its Application in the Field of Psychology
2. Cross-Cultural Psychology. ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work.
3. Development of professional identity, ethical responsibilities, legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations.

II. COURSE REQUIREMENTS:

1. Chapters Presentation (30%, 300 Points)

Each team/individual will choose two chapters, from the text. Presentation of the chapters will be decided with the instructor. Presentation of the chapter material must include at least one (1) related professional journal article. Presentation will be at least 90 minutes in length. Presentations must be interactive which may include activities, videos, discussions, guest speakers, etc. Handouts of the information must be provided for your fellow students, as well as a copy of the journal article. If the team chooses to incorporate more than one journal article, only one article need be provided in the handouts. Team and chapter selection method will be decided and implemented in the first class discussion.

Grading Rubric for Presentation is as follows:

Presentation Component	Satisfactory Description	Possible
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		Points
90 minutes	Presentation was at least 90 minutes.	40
Mode of Presentation	Material was presented in an interactive format.	40
Chapter Material	Relevant material from the selected chapter was presented.	40
Case Study	Present a Case Study based on your Material	40
Handouts	Handouts consisting of presented chapter material (may be a copy of the .ppt presentation slides) and a copy of the journal article.	40
TOTAL POSSIBLE POINTS:		200

2. Quizzes (30%, 300 points)

Based on Chapter presentations quizzes will be developed and given by the presenting groups/individuals.

3. Class Activities/ Participation (10%, 100 points of total grade):

Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text and to assist you in preparing your own Theory Paper (see below). Some activities will only require participation in group activities in class, but most will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make up opportunities for these activities. If you plan to earn a B grade or higher for the course, it is essential that you complete these required activities as scheduled.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute her or his share to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need to **participate**.

4. Journal Article Review 3x100 (30%, 300 pts of total grade):

Write three brief critical analyses of journal articles pertaining to issues discussed in our text or class in APA format. See criteria below.

III. MODE OF INSTRUCTION:

Lectures, discussions, assigned readings, participation, group projects, community field observations, role-playing, and peer teaching. Although the main concepts in statistics will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

***What to do if you have a learning difficulty or disability**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

TENTATIVE SCHEDULE

<u>WEEK</u>	<u>ACTIVITY / CHAPTER</u>
1	INTRODUCTION
2	TBD
3	CH 1, 2
4	CH 3, 4 / PRESENTATION
5	CH 5, 6 / PRESENTATION
6	CH 7, 8 / PRESENTATION
7	CH 9, 10 / PRESENTATION
8	CH 11, 12 / PRESENTATION
9	CH 13 / PRESENTATION
10	JOURNALS DUE

Article Review Requirements and Grading Rubric

Research skills are paramount to gaining and contributing additional knowledge in the field of psychology. In order to gain a more balanced view as to how scientific understanding of development is acquired, you will review one empirical, peer reviewed article. The articles should come from a *scientific* journal and not from *popular* print (e.g., New York Times, Time, Newsweek, etc.) the article must also be a primary source study, **no review articles. The first real part of this assignment is that the group selects an article that all the members understand. You will need to have read several before making your final selection.**

The written review should have **two primary parts:**

1. Summary of the article

- Your summary should begin with the authors (not the title of the article) cited in APA format (i.e., Deckner, Adamson, & Bakeman (2006) conducted a study about...)
- The summary should include:
 - Summary of the rationale of the article (why did they conduct the study?)
 - The major hypotheses
 - *Brief* summary of the methodology used
 - Summary of the main findings/results of the article
 - Author(s)' main conclusions from the study

2. Critique & Conclusions

- What are the strengths and limitations of the study?
- Do you agree with the authors main conclusions? Why or why not?
- What was the take-away message?
- How has this article contributed to the body of literature on the topic?
- How did this article compliment or contradict related information presented in your text book?

The review should be typed using *APA format, among other things double spaced with a standard font, such as Times New Roman*, and should include a *reference page* with the article reference.

Article reviews will be graded according to the following criteria:

Category	1	2	3	4	5
Summary Worth 30% of Paper Grade	Does not adequately summarize important points in the article; Reader can discern nothing about the article from the summary or your summary repeats the article verbatim.	Minimally summarizes the article (e.g., title, author, broad topic, but nothing more); Repeats large portions of the article verbatim.	Gives an adequate summary of article, including broad topic, key points, and primary features of the study design and outcome. Omits major pieces of information, such as clearly explaining the study rationale, accurately identifying if the work is experimental or non-experimental, or presenting major findings in the results.	Gives a comprehensive summary of article, including broad topic, key points, and primary features of the study design and outcome. For example, identifies major features of the study design, such as if the study is cross-sectional or longitudinal, whether the study is experimental or non-experimental research, or accurately identifies the predictor and outcome variables for the study.	Exemplary summary of article topic, presentation of information is comprehensive while also concise. For example, identifies numerous major features of the study design, such as if the study is cross-sectional or longitudinal, whether the study is experimental or non-experimental research, and accurately identifies the predictor and outcome variables for the study.
Critique Worth 30% of Paper Grade	Does not critique article	Minimal statements assessing quality of article (e.g., "It was good or I did not agree," but with no explanation).	Adequate critique of article. Only cursorily explores strengths and weaknesses of the article. Fails to substantively address how the article relates to the material in the text.	Comprehensive critique of article with statements that illustrate critical thinking and thoughtful consideration of article. Addresses relevance to chapter topics.	Exemplary critique of article with strong critical thinking statements (e.g., "This article presented numerous points without adequately supporting the factual basis of the information."); Explored article from all perspectives; Illustrates how article supports or contradicts information from chapters.
Writing Worth 30% of Paper Grade	Numerous flaws in grammar, such as incorrect verb tense and incorrect subject verb agreement. The meaning of numerous sentences is unclear due to poor sentence construction. Lack of organization from effective use of paragraphs.	A few grammar errors, such as incorrect verb tense and incorrect subject verb agreement. Majority of the sentences are clear, but the organization of information needs to be improved significantly (i.e. arguments do not build logically).	No grammar errors, structure and development of arguments could be more concise and presentation of information could be presented in a better organized and more logical manner.	No grammar errors, structure and development of arguments could be more concise. Information is presented in a well organized manner.	Prose is clear and eloquent. No grammar errors. Information is effectively organized and arguments build logically.
APA Worth 10% of paper grade	Substantial errors in APA formatting. (More than 15)	Many APA Errors (More than 10 less than 15)	Some APA Errors (more than five less than ten)	Minimal APA errors (i.e. fewer than five)	NO APA Errors

MARIANIST EDUCATIONAL VALUES

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.