

San Bernardino Valley College
Course Outline for Psychology 118
“Human Sexual Behavior”

I. CATALOG DESCRIPTION

- A. PSYCH 118: Human Sexual Behavior
3 hours lecture = 3 units

Study of selected factors in human sexual behavior. Emphasis on psychology of sex and an analysis of assumptions and attitudes toward human sexuality. This course qualifies for continuing education for nurses.

Prerequisite: PSYCH 100

- B. SCHEDULE DESCRIPTION: Study of selected factors in human sexual behavior emphasizing the psychology of sex and an analysis of assumptions and attitudes toward human sexuality.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of this course students should be able to:

- A. Identify key factors in the history of the study of sexuality as a social science.
- B. Compare and contrast methods used to study sexual behavior scientifically.
- C. Identify the major anatomical and physiological components of sexual responsiveness in both males and females.
- D. Compare and contrast various theories of gender role development and identify the influence of gender roles on sexual responses in both females and males.
- E. Identify the key manifestations of sexuality in the various stages of human life and explain how childhood experiences may impact adult expressions of sexuality.
- F. Construct a model of healthy adult relationships: compare and contrast various lifestyle options and sexual preferences.
- G. Distinguish among and use communication techniques used to promote and maintain healthy adult relationships.

- H. Explain the process of conception and apply those principles to explain the mechanisms and pros/cons of various types of birth control.

- I. Distinguish among various types of sexual dysfunctions and sexually transmitted diseases, and identify the types of treatment that have been successful with these dysfunctions/diseases.

IV. CONTENT:

- A. Historical & Cross-Cultural Perspective on Sexuality
- B. Research on Sexuality
- C. Contemporary Explanations of Human Sexuality
- D. Development & Sexual Differentiation
- E. Sexual Anatomy & Physiology
- F. Arousal & Communication
- G. Sexual Behavior
- H. Sexual Dysfunctions & Therapy
- I. Pregnancy & Birth
- J. Contraception
- K. Resolving Unwanted Pregnancy
- L. Gender & Sexuality in Childhood & Adolescence
- M. Gender & Sexuality in Adulthood
- N. Enhancing Sexual Health
- O. Sexual Orientation
- P. Sex for Profit
- Q. Sexually Transmitted Diseases
- R. Sexual Coercion
- S. A Typical Sexual Activity
- T. Loving Sexual Interactions

V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Class and group discussions of significant issues and topics
- C. Relevant videotapes and films
- D. Written assignments on personal issues, both in and out of class
- E. Skill exercises
- F. Small group activities
- G. Research papers
- H. Field trips
- I. Computer-Assisted Instruction

VI. TYPICAL ASSIGNMENTS:

- A. Reading both in and out of class in preparation for exams and paper-writing on human sexuality issues, such as the four phases of the human sexual response.
- B. Class and group discussion of significant issues and topics in preparation for exams and paper-writing on sexual issues, such as barriers and problems to responding sexually.
- C. View relevant videotapes and films in preparation for exams and paper-writing on sexual issues, such as sexual interaction across the lifespan.
- D. Written assignments on sexual issues frequently graded.
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as development of possible responses to sexual situations
- G. Research papers on self-chosen, personally relevant topic
- H. Field trips to specific educational or career-skill workshops

VII. EVALUATION

A. **Methods of Evaluation:** This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.

B. **Frequency of Evaluation:** This will depend on the type of evaluation (i.e. “objective” or essay). Evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically, this could be weekly quizzes or papers, or could be one or two midterm exams plus a final exam and/or semester project.

Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions.

Grading may be comparative within a class or may be based on an absolute standard.

C. **Typical Exam Questions:** These might include essay questions asking students to describe the four phases of human sexual response or the similarities and differences between men's and women's responses or could be multiple-choice questions asking students which statement is the most frequent cause of sexual problems in couples.

VIII. TYPICAL TEXT(S):

Allgeier, R. and Allgeier, E. Sexual Interactions. 5th ed., Boston, MA.: Houghton Mifflin, 2000.

Haas, A., and Haas, K. Understanding Sexuality. 2nd ed., Orlando, FL.: Times Mirror/Mosby Publishing Co., 1993.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None

San Bernardino Valley College
Curriculum Approved: FA00