

# Course Syllabus

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
**Course Title:** Evolution of Human Sexuality

**Credits:** 3.0

**Course Description:** A survey of the physiological, psychological, and social perceptions of reproductive functioning and sexual response in humans. This course seeks to broaden the student's perspective concerning individual and cultural attitudes surrounding the topics of sex and sexual behavior in a way that is relevant to our diverse and ever-changing population.

This course uses current research in midwifery and obstetrics to broaden the student's understanding of the NARM skills and MEAC essential competencies learned under clinical supervision.

## **Learning Objectives**

**Learning objectives**  ([https://ncm.instructure.com/courses/624/files/14962/download?download\\_frd=1](https://ncm.instructure.com/courses/624/files/14962/download?download_frd=1)) are identified through the linking of MEAC Essential Competencies and the NCM Degree Qualification Profile.

## **Learning Activities**

Read, listen to, and watch assigned lesson materials.

Submit a written summary of current research.

Complete oral and/or written formative didactic assessments with a final summative submission.

Identify and cite high-quality sources.

Use articulated reasoning while participating in an oral presentation, facilitated discussions and skills demonstrations.

Conduct an interview and/or develop a survey.

Create an infographic, handout, and/or community resource.

Optional: Develop a study aid.

Complete a final exam.

*Note: The clinical requirement of NARM /Clinical Skills is completed at any time throughout the ASM apprenticeship during actual clinical practice and is NOT a requirement to complete this academic course. Typical clinical manifestations of knowledge learned in this course are identified in the learning objective document above.*

## **Learning Materials/Resources:**

*Please use textbooks less than 5 years old or most recent edition.*

1. [Yarber, William and Sayad, Barbara Werner. Human Sexuality: Diversity in contemporary America. 10th edition. McGraw Hill Publishing. 2018.](https://www.mheducation.com/highered/product/human-sexuality-diversity-contemporary-society-yarber-sayad/M9781260397123.html)  
(<https://www.mheducation.com/highered/product/human-sexuality-diversity-contemporary-society-yarber-sayad/M9781260397123.html>)
2. (<https://www.mheducation.com/highered/product/human-sexuality-diversity-contemporary-society-yarber-sayad/M9781260397123.html>) Center for Research and Education on Gender and Sexuality website. Retrieved on December 16, 2020. <http://cregs.sfsu.edu/> (<http://cregs.sfsu.edu/>)
3. (<http://cregs.sfsu.edu/>) [National LGBTQ Taskforce](http://www.thetaskforce.org/) (<http://www.thetaskforce.org/>) website. Retrieved on December 16, 2020. (<http://www.thetaskforce.org/>)
4. (<http://www.thetaskforce.org/>) [Bodies Like Ours: Intersex Information and Peer Support](https://bodieslikeours.org) (<https://bodieslikeours.org>) website. Retrieved on December 16, 2020.
5. [International Association of Relationship Research](https://iarr.org) (<https://iarr.org>) website. Retrieved on December 16, 2020.
6. [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov) (<https://www.cdc.gov>) website. Retrieved on December 16, 2020.
7. World Health Organization. [Female Genital Mutilation](https://www.who.int/en/news-room/fact-sheets/detail/female-genital-mutilation) (<https://www.who.int/en/news-room/fact-sheets/detail/female-genital-mutilation>). Retrieved on December 16, 2020.
8. [Sexuality Education Resource Center.](https://serc.mb.ca) (<https://serc.mb.ca>) Retrieved on December 16, 2020.
9. [MEAC Abbreviated NARM Skills Form](https://mana.org/sites/default/files/pdfs/MANACoreCompetenciesFINAL.pdf)
0. [MANA Core Competencies for Midwives](https://mana.org/sites/default/files/pdfs/MANACoreCompetenciesFINAL.pdf)  
(<https://mana.org/sites/default/files/pdfs/MANACoreCompetenciesFINAL.pdf>)
11. (<https://mana.org/sites/default/files/pdfs/MANACoreCompetenciesFINAL.pdf>) [Midwives Model of Care®.](https://www.citizensformidwifery.org/mmoc) (<https://www.citizensformidwifery.org/mmoc>)
2. (<https://www.citizensformidwifery.org/mmoc>) Help Evaluating Articles (visit the digital library)
3. Citation Guidance (visit the digital library)
4. Places to Find Research Articles (visit the digital library)

## **Evaluation Tools / Methods:**

All assignments for this course are evaluated using the following criteria:

1. Responses to each didactic assessment are evaluated utilizing the NCM rubrics and degree level profile.
2. Answers should reflect a thorough review of the current literature regarding best current practices in midwifery care.
3. Non-plagiarized paraphrased answers from text which demonstrate appropriate comprehension of

the learning objective. (Formative Assessment) *Students and Online Learning Coordinators work together until the student masters the information. (Summative Assessment)*

4. Group sharing within NCM is acceptable and encouraged. Students are allowed to use each other's answers by indicated "Group Share" and submission of the answer on all group identified assignments.
5. NCM's [Integrity Code](https://docs.google.com/document/d/14PvgiDU4MJEKRZZiUQRFhNBeDL_KFqZzATPkDvuQYzA/edit?usp=sharing) ([https://docs.google.com/document/d/14PvgiDU4MJEKRZZiUQRFhNBeDL\\_KFqZzATPkDvuQYzA/edit?usp=sharing](https://docs.google.com/document/d/14PvgiDU4MJEKRZZiUQRFhNBeDL_KFqZzATPkDvuQYzA/edit?usp=sharing)) is the basis for a "completed" score earned on all assignments which are allowed to be completed in community with the student's active preceptor(s).
6. Random evaluation of cited sources and page numbers for each written assignment.

*Course credit: One Academic credit equals approximately 15 hours of formal time plus 30 hours of additional study or homework. Formal time is defined as the amount of time taken to answer the Learning Objectives to the level of 80% for midwifery courses and 70% for general education courses and to complete any learning activities to the preceptor's satisfaction, including any time spent face to face with the preceptor. Informal time includes any time spent actively reading relevant sources and textbook/s, researching Learning Objectives, and studying for examinations.*