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Term: Summer 2017 A

Travel Dates: June 4-11, 2017

Location: Amsterdam, The Netherlands

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## **SOW 4955/5957: Social Work Perspectives of Sexuality Abroad**

### **Course Description**

Social Work Perspectives of Sexuality Abroad will examine the perceptions, definitions and experiences of sexuality in society within the U.S. and abroad. Students will explore the biopsychosocialspiritual perspectives of human sexuality by critically examining the role, value, and variations of human relationships.

Prerequisites: None

### **Course Practice Behaviors & Learning Objectives**

This course provides content that helps to prepare generalist and advanced social work students to engage in the following 2010 Council on Social Work Education (CSWE) practice behaviors:

- 2.1.1b: Practice personal reflection and self-correction to assure continual professional development
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice
- 2.1.4a: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power
- 2.1.4c: Recognize and communicate their understanding of the importance of difference in shaping life experience
- 2.1.4d: View themselves as learners and engage those with whom the work as informants

The MSW and BSW programs within the School of Social Work are accredited by CSWE. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). To learn more about EPAS and CSWE, please visit the CSWE website and review the section on accreditation (<http://www.cswe.org/Accreditation.aspx>). The complete EPAS can also be found in your Student Handbook.



The following table shows the relationship between: A) the course objectives and B) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

<b>A. Course Objectives</b> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE Related Practice Behaviors</b>	<b>C. Course Assignments</b> <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
Demonstrate an understanding of sexuality-related cultural factors that influence life experiences of individuals. This includes learning about key concepts and issues related to gender, sexual identity and sexual behavior within the U.S. and abroad.	<ul style="list-style-type: none"><li>• 2.1.4a</li><li>• 2.1.4c</li></ul>	<ul style="list-style-type: none"><li>• Journals</li><li>• Intro City/Self Paper</li><li>• Daily Discussions</li><li>• Visual Summary Presentation (VSP)</li></ul>
Critically examine personal/professional values and ethics related to sexual diversity and explore how these values can help guide professional practice and/or engagement with individuals.	<ul style="list-style-type: none"><li>• 2.1.1b</li><li>• 2.1.2a</li></ul>	<ul style="list-style-type: none"><li>• Journals</li><li>• Intro City/Self Paper</li><li>• Concluding City/Self Paper</li></ul>
Students will be able to explore how the various aspects of sexuality, as associated with human relationships, can serve to enhance or deteriorate quality of life for individuals, families, groups, communities and/or organizations.	<ul style="list-style-type: none"><li>• 2.1.4a</li><li>• 2.1.4c</li><li>• 2.1.4d</li></ul>	<ul style="list-style-type: none"><li>• Concluding City/Self Paper</li></ul>
Students will be able to practice personal reflection and self-correction to consider strategies for personal and professional development.	<ul style="list-style-type: none"><li>• 2.1.1b</li><li>• 2.1.2a</li></ul>	<ul style="list-style-type: none"><li>• Journals</li><li>• Intro City/Self Paper</li><li>• Concluding City/Self Paper</li></ul>



### **Nature of Course**

Social Work Perspectives of Sexuality Abroad examines the perceptions, definitions, and experiences of human sexuality in the context of society. Specifically, the course will examine these factors as they are expressed and experienced in the U.S. through social norms, attitudes, beliefs, and policies, and juxtapose them with expressions and experiences demonstrated in countries abroad, such as The Netherlands. This course will also challenge students to examine their own values with regard to human sexuality by critically examining the role, value, and variations of human relationships. Emphasis will be on understanding value, perspective, and variance in human relationships in order to prepare students to professionally engage with sexual difference.

### **Teaching Method**

The primary teaching approaches in this course will be discussion and active (applied) learning. Material in the course will be presented through interactive discussions and readings. Writing will be expected through the completion of journals, papers and a presentation. Students will be expected to complete some of these assignments through Webcourses.

### **About the Instructor/Program Leader**

Your instructor for this course has an “open door” policy. I encourage questions and discussion concerning course material and sharing personal observations and experiences; however, enrollment in this course means that you should try to analyze various topics with an objective point of view. This means, engaging in respectful discourse (conversation or discussion) that values the perspectives of others and is based in behavioral health theory. I am excited to bring a rich learning opportunity to you with regard to the exploration and understanding of human sexuality and aim to present critical ideas, to offer an analytical framework for understanding human sexuality in society, to work with you in providing an inspiring learning environment, and to provide and receive constructive feedback.



## Course Requirements

### Required Text

- None

### Grades

A total of 100 points can be earned from the course assignments, as follows:

Course Assignment	Total possible points
Journals	60 points (6 total @ 12 points each)
Intro City/Self Paper	10 points
Concluding City/Self Analysis with Visual Summary Presentation	20 points
Attendance/Participation (Daily Discussions)	10 points
<b>Totals</b>	<b>100 points</b>

*Points and Corresponding Grades for individual assignments are based on the following:*

A = 90% to 100%    B = 89% to 80    C = 79% to 70%    D = 69% to 60%    F = 59% or less



## Course Assignments

The following activities will be completed during the mini-semester (rubrics will be provided):

1. **Journals:** The professor for this course believes in utilizing three learning domains - affective, behavioral, and cognitive - to meet the educational needs of learners. In this regard, students will be encouraged to reflect on the affective components of learning throughout this course by maintaining and submitting a daily journal for days 2, 3, 4, 5 and 6 of the trip. By using the process of reflection, students will be able to utilize and apply critical thinking skills to turn their processes and experiences throughout the course into valuable learning opportunities about self as a learner, individual, and budding professional. As the purpose of journaling is to encourage introspection and reflection as it relates to feelings and experiences throughout the course, students will be graded on the inclusion of course readings and experiences and the inclusion of thoughts and feelings related to those activities. All journal entries should, minimally, include the following:

- (1) Statements referencing learning/content (**REQUIRED**),
- (2) Statements referencing daily activities/experiences up to the point the journal is submitted,
- (3) Reflective statements that demonstrate students' thoughts **and** feelings about the readings and activities/experiences (*Note: Feelings chart will be provided*)

Journals can be typed or hand written. Typed journals should be no longer than 2 pages, double-spaced with 1" margins and 12 point. Hand written journals should be no longer than 4 pages on lined paper. It is strongly recommended to use a composition style book (obtain 2) for journals while away.

Unless you personally choose to share your entries, only your instructor for this course will be reviewing the content of your journals.

2. **Intro City/Self Paper:** Students are to complete a 2 page paper that provides an introduction to who they are, their expectations for the course, and initial knowledge regarding the area to be explored, Amsterdam. The paper should address the following questions:
  - a. Reason for taking the course
  - b. Current knowledge/experience with human sexuality in an academic setting (i.e. previous school courses taken, workshops taken, etc.)
  - c. Values/perspectives about sexuality diversity (i.e. thoughts and feelings about gender, sexual orientation, sexual identity, and various sexual behaviors)
  - d. At least three (3) concrete things you hope to get out of this course (knowledge and/or skills)
  - e. General knowledge about Amsterdam/The Netherlands, to include rumors/what you may have heard



The paper should be completed using an APA style cover page with "Intro City/Self Paper" as the title. The paper should be no longer than 2 pages in length, double spaced with 1" inch margins. Appropriate citations and references should be used. The paper is to be submitted via Webcourses.

3. **Concluding City/Self Analysis with Visual Summary Presentation (VSP):** Students are to complete a video PPT presentation that provides an overall reflection of their experiences and knowledge gained from the course. The presentation should address the following questions:
- a. How does what you think about what you learned and/or gained from this course compare to your initial reason for taking the course?
  - b. Based on the knowledge/experience with human sexuality you had prior to taking this course, how would you describe your knowledge/experience now?
  - c. Thinking about your values/perspectives about sexuality diversity before taking the course, how would you describe/compare your values/perspectives now?
  - d. In your Intro City/Self paper, you wrote at least three (3) concrete things you hoped to get out of this course with regard to knowledge and/or skills. Describe how your experiences in this course have or have not achieved your course goals.
  - e. Compared to the general knowledge about Amsterdam/The Netherlands you had prior to taking this course, how would you describe your knowledge now?
  - f. What, if anything, from this course would encourage you to recommend it to others? What, if anything, would prevent you from recommending it to others? Give rationale to support your response.

Students are to develop a PowerPoint presentation to present a visual presentation of their responses and experiences in The Netherlands. Students should take and be prepared to upload images from the trip into the PowerPoint presentation. The images should represent some of the most poignant learning moments for the students with captions that supplement the image. Grading will be based on:

- Clarity of information presented
- Spelling & Grammar
- Appropriateness of images used to support the assignment (ask professor for clarity if needed)
- Creativity

The assignment is to be submitted via Webcourses



4. **Attendance/Participation:** To experience the full measure of learning, the instructor believes students must be actively engaged in the course. This translates as a degree of attendance and participation. As a result, students are expected to attend all meetings associated with course and to **be on time**. There are learning opportunities and meetings scheduled throughout the study aboard experiences and to gain the full breadth and depth of these experiences and engage in the purpose of the trip, **students are expected to be present and on time for all scheduled meetings and events. Tardiness or showing up to meetings and events unprepared or with unprofessional behavior can and will impact this portion of your grade.** Students will be provided with a schedule of meetings and events. *If your schedule is such that you find it difficult to arrive on time, remain for the full meeting or event, or arrive to the meeting or event at all, it is advised that you find a course that would best meet your scheduling needs.*



## Course Guidelines and Policies

The following information is provided to help promote a successful learning experience for all. In addition to the information below, please become familiar with the School of Social Work Student Handbook ([https://www.cohpa.ucf.edu/media/228873/2015\\_2016\\_msw\\_handbook.pdf](https://www.cohpa.ucf.edu/media/228873/2015_2016_msw_handbook.pdf)) and The Golden Rule Handbook for UCF Students (<http://goldenrule.sdes.ucf.edu>), as all policies included in these handbooks apply to this class.

## Communicating with Your Instructor

Email via Webcourses, phone and office meetings are all available way to access me. Please note that I also frequently post information in the “Announcement” section of Webcourses@UCF. Therefore, I strongly encourage you to adjust your settings in Webcourses so that you are notified when announcements are posted.

## Course Decorum

I expect all students to contribute to class discussion. I also expect students to respect the culture, values, beliefs and rights of others. I promote and require a respectful and inclusive learning environment. During class discussions and other course communications, all points of view are encouraged and should be received by others with respect. It is my belief that the best learning happens in environments where students feel safe. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, as a learning environment, it is important to maintain insight that the information shared should relate/connect back to the content and learning objectives for this course. If you are uncertain if the information you wish to share meets this guideline, please do feel free to contact me. At times, I may also navigate course discussions to ensure communications support this guideline.

## Monitoring & Submitting Assignments (including late assignment policy)

Regarding assignments and due dates, *it is critically important that you monitor Webcourses* as all assignment requirements, due dates, and related communications will be posted there in the event there are any changes from the syllabus.

Assignments received after the due date and time are considered late and will be subject to a late assignment penalty for each day late (point deductions). After 3 days, no assignments will be accepted late for grading.

## Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical



or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

### Written Assignments

All written assignments in this course will be evaluated based on the ability to follow the instructions of the assignment, student's application and expression of content/critical thinking, and presentation (i.e. grammar, punctuation, spelling, and APA). In this regard, you are strongly encouraged to review the rubrics for all assignments, plan your writing time, and have an editing plan of action (i.e. UWC, good friend with great writing skills, etc.) to help chart your path to success.

### Academic Integrity/Plagiarism

Using words as your own without appropriately citing is a form of cheating called plagiarism. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the assignment, receive a failing grade for the course, and may be subject to appropriate referral to the Office of Student Conduct for further action (See the UCF Golden Rule for further information). Students who observe others violate this policy are expected to report this to the instructor.

It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others, taking them from anyone else, copying another's work, not appropriately citing your sources, etc. I also adhere to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

### Library Resources

For social work students, Carrie Moran ([carrie.moran@ucf.edu](mailto:carrie.moran@ucf.edu)) is an available resource. She can meet with you individually to discuss your research needs, or answer questions via phone and email. You can find out more about her at: <http://library.ucf.edu/staff/moran-carrie/>

For links to library materials, research guides, study rooms, and more visit the Services for Undergrads (<http://library.ucf.edu/services/services-for-undergrads/>) or Services for Grad Students (<http://library.ucf.edu/services/services-for-grad-students/>) pages.

For general help, ask the library at (<http://library.ucf.edu/ask>).



## Student Rights & Access

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu)

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - <http://www.eeo.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/>
- & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/>
- & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office - <http://www.ombuds.ucf.edu>

## UCF Inclusivity Statement

UCF values diversity and inclusion of all in our community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, or veteran's status is prohibited by federal and/or state law. It is our policy to treat all people with dignity and respect, without regard to race, creed, color, national origin, religion, sex, age, disability, marital status, sexual orientation, gender expression, gender identity, veteran status, or political opinions and affiliations. For more information, please refer to UCF's Golden Rule (<http://goldenrule.sdes.ucf.edu>).



COURSE SCHEDULE\*

Date	Description	Assignments Due
	<b>Reading and Reflection</b> *Submit Assignment via Blackboard. No meeting.	Review the website <a href="http://www.iamsterdam.com/en/">www.iamsterdam.com/en/</a> Intro City/Self Paper due via Webcourses
	Welcome Orientation Meeting! <ul style="list-style-type: none"><li>○ Get to know your travel &amp; learning partners</li><li>○ Review Program Learning Activities &amp; Expectations</li><li>○ Dive into Sexuality 101</li><li>○ Ask your questions &amp; get them answered!</li></ul>	<b>Reading:</b> Review Syllabus <b>Reading:</b> <b>Assignment:</b> Journal 1 due
	<b>Depart U.S. for Amsterdam</b>	None
Day 1	<b>Arrive in Amsterdam</b> Arrive in Amsterdam (Schiphol Amsterdam Airport – AMS) and transfer to our accommodations  <b>Afternoon:</b> Neighborhood Walking Tour <b>Evening:</b> Group welcome dinner (included in cost of package)	None
Day 2	<b>Day 3: Experience Amsterdam</b> <b>Morning:</b> 2 hours classroom instruction & discussion <b>Afternoon:</b> Lunch <b>Later Afternoon:</b> Prostitution speaker presentation and tour	<b>Reading:</b> <b>Assignment:</b> Journal 2 due at morning debrief
Day 3	<b>Experience Amsterdam</b> <b>Morning:</b> Day trip to tour and participate in sexuality research speaker presentation	<b>Reading:</b> <b>Assignment:</b> Journal 3 due at morning debrief
Day 4	<b>Experience Amsterdam</b> <b>Morning:</b> 2 hours classroom instruction and discussion <b>Afternoon:</b> Sex trafficking speaker presentation and tour	<b>Reading:</b> <b>Reading:</b> Journal 4 due at morning debrief
Day 5	<b>Experience Amsterdam</b> <b>Morning:</b> 2 hours classroom instruction and discussion <b>Afternoon:</b> Tour TBD	<b>Reading:</b> <b>Assignment:</b> Journal 5 due at morning debrief



Date	Description	Assignments Due
Day 6	<b>Experience Amsterdam</b> <b>Morning:</b> Reflection on learning experience <b>Evening:</b> Farewell dinner	<b>Reading:</b> <b>Assignment:</b> Journal 6 due at morning debrief
Day 7	<b>Depart Amsterdam</b>	
	<b>Presentations</b> *Submit presentation to Webcourses. No meeting.	<b>Assignment:</b> Concluding City/Self Paper <b>Assignment:</b> Visual Summary Presentation (VSP)

**\*Note:** The instructor reserves the right to amend the schedule and syllabus at any

