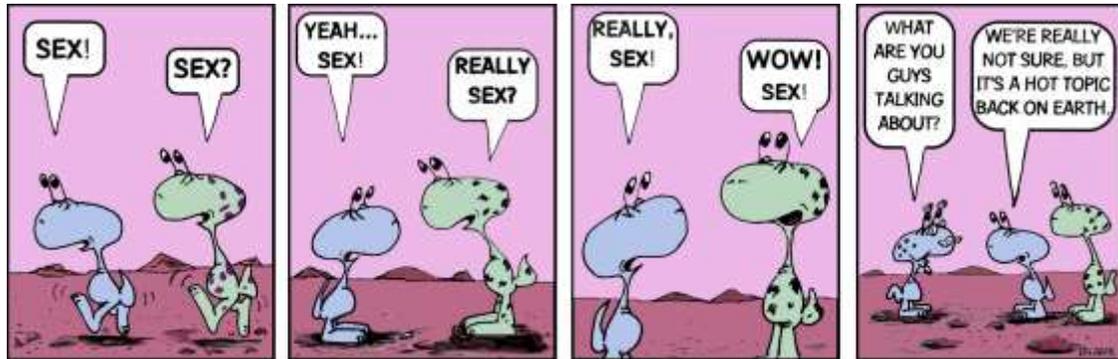


**Southern Methodist University
Simmons School of Education and Human Development**

**Fall 2014
Sexuality Counseling/Therapy
HDCN 6314**



Instructor: Dr. Ruzgyte

Fall term, 2014: August 8-10; Sept. 12-14

Fridays: 4:00 pm to 9:00 pm; Saturdays and Sundays: 8:30 am to 5:30 pm

Office Hours: contact for appointment (SMU in Plano- Bldg 3)

Phone: [REDACTED] Email: eruzgyte@mail.smu.edu

(Retain this syllabus for your personal files for future reference if needed)

The focus of this course will be on sexual experiences as a part of life experiences and the development of the skills and tools necessary to strengthen within a therapeutic setting a client's positive relational and sexual functioning. The course is designed as a study of sexual issues, positive sexual functioning, sexual problems, and sexual disorders that confront the counselor or therapist. This is a "how to" course, with the expectation being that each student will develop the knowledge and skills needed to orchestrate counseling sessions when the topic is sexuality. A major focus is placed on each student working to understand his or her own sexual attitudes and beliefs in order to bring as much congruence as possible into the therapy room. Thus, personal values clarification, cultural messages, gender role development, and relational patterns will be examined throughout the course.

Required Text:

Buehler, S. (2014). *What every mental health professional needs to know about sex*. New York, NY: Springer Publishing Company. ISBN 9780826171214

Additional resources

These sites will have a broad range of useful information for each counselor. I strongly encourage you to visit as many sites as you can. During both of the weekends I will leave some time for you to talk about the information you found on different websites. Please take into consideration that some of the sites below or other sites that you will visit for this class may have sexually explicit material. Please be sensitive to your environment as you are studying for this class.

Main organizations related to human sexuality

www.aasect.org - The American Association of Sexuality Educators, Counselors and Therapists (AASECT) is a not-for-profit, interdisciplinary professional organization. This is the main organization in United States that provide certification for sex therapy.

www.siecus.org - SIECUS (Sexuality Information and Education Council of the United States) one of 4 major organization dealing with sexuality and sexual health. (others - AASECT, SSSS, SSTAR). This organization focuses on public policies.

www.sexscience.org - The Society for the Scientific Study of Sexuality (SSSS) is an international organization dedicated to the advancement of knowledge about sexuality. It is the oldest organization of professionals interested in the study of sexuality in the United States. SSSS brings together an interdisciplinary group of professionals who believe in the importance of both the production of quality research and the clinical, educational, and social applications of research related to all aspects of sexuality.

[http://www.sash.net/](http://www.sash.net) SASH (The Society for the Advancement of Sexual Health) is a nonprofit multidisciplinary organization dedicated to scholarship, training, and resources for promoting sexual health and overcoming problematic sexual behaviors.

[http://www.isswsh.org/](http://www.isswsh.org) ISSWSH (International Society for the Study of Women's Sexual Health) is a multidisciplinary, academic, and scientific organization focusing on women's sexual function and sexual experience.

<http://www.sstarnet.org/> SSTAR (Society for Sex Therapy and Research) is international organization for professionals with the main focus on clinical work in the field of sexuality.

<http://www.wpath.org> - The World Professional Association for Transgender Health (WPATH), formerly known as the (Harry Benjamin International Gender Dysphoria Association, HBGDA), is a professional organization devoted to transgender health.

<http://www.worldsexology.org/> - World Association for Sexual Health (WAS) promotes sexual health throughout the lifespan and through the world by developing, promoting and supporting sexology and sexual rights for all. WAS accomplishes this by advocacy actions, networking, facilitating the exchange of information, ideas and experiences and advancing scientifically based sexuality research, sexuality education and clinical sexology, with a trans-disciplinary approach.

Educational resources

<http://www2.hu-berlin.de/sexology/index.htm> - Sexual Health information and education site with free online courses in sexual behavior, anatomy, physiology, reproduction, sexually transmitted infections, sexual disorders, and medical conditions that impact sexuality.

www.kinseyinstitute.org - The Kinsey Institute at Indiana University works towards advancing sexual health and knowledge worldwide. For over 60 years, the institute has been a trusted source for investigating and informing the world about critical issues in sex, gender and reproduction.

<http://www.kinseyinstitute.org/resources/journals.html> - this website has a list of major peer reviewed journals in the field of sexuality.

www.youngwomenshealth.org - The mission of our website, youngwomenshealth.org, is to help teen girls, their parents, teachers, and health care providers improve their understanding of normal health and development, as well as of specific diseases and conditions.

<http://www.sexsmartfilms.com> Website contains over 400 videos that can be used for counseling and educational purposes. Please contact your professor for a temporary access code.

<http://www.soc.ucsb.edu/sexinfo/home> - is a website devoted to comprehensive sex education based on the best research we have to date. Our primary goal is to ensure that people around the world have access to useful and accurate information about all aspects of human sexuality.

<http://www.ejhs.org/index.htm> - Electronic Journal of Human Sexuality. The purpose of this website is to disseminate knowledge about all aspects of human sexuality to the widest possible international community at moderate cost.

Course Requirements:

Class participation: 20% of grade – classroom contribution of a quality that reflects knowledge of readings, texts, reference material, skill development, and occasional written assignments. Class participation also includes attendance; please see the statement on attendance.

Sexual Portrait: 20% of grade - a personal sexuality assessment due on the last day of class.

Project: 40% of grade (paper or website) – a traditional, scholarly paper based on a sexual counseling topic of your choice approved by the instructor. Students are encouraged to email professor the topics and start working on the project before the first class meeting. Due - 09/25/14

Final Exam: 20% of grade – an exam covering the entire course and administered on the last day of class. (details discussed in class)

Remember that at SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-. (A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80 – 82, and any C is 79 and below). In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

GRADING SCALE AND COURSE REQUIREMENTS

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

Grade of Incomplete - A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Learning Objective	Measurable Outcome
Articulate a conceptual framework regarding sexuality counseling and therapy.	Students will demonstrate these skills through scholarly paper project, exams, and class discussion.
Better understand the nature of personal sexual background in relation to therapeutic style, approach, and theory.	Students will exhibit this awareness through their sexual portrait and class discussion.
Apply various models of theoretical intervention to problematic therapy situations.	Students will demonstrate these skills during role play, class discussion, and exams.
Critically assess sexual function and dysfunction.	Students will articulate their understanding of these concepts through scholarly paper project, class discussion, and exams.
Articulate the concept of change in the context of couple dynamics.	Students will demonstrate an understanding of these issues through class discussion and oral discourse.
Demonstrate skills and tools for intervention in sexual counseling settings.	Students will exhibit these abilities through role play and exams.

Statement on Attendance:

If a student must miss equivalent of one class (>3 hours of class time), it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence. A make-up assignment may be assigned depending on the content and/or amount of class missed. A student's final grade will be impacted if equivalent of two absences occur or 8 hours of class are missed. A student missing more than two

classes may, at the instructor's discretion: 1) receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus), 2) receive a failing grade for the course, 3) drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at [Academic Calendar 2014-15](#) then consult with the Assistant Director if they believe this option is a possibility.

COURSE SCHEDULE

Date	Time	Topics and Readings Students are expected to read the chapters associated with the topics, review the websites, and any additional material provided by the instructor.	Read or review before class Some of the sites may have sexuality explicit language. Please make sure that you are not viewing them in the public area. Additional websites and resources will be provided in the class
08/08/14	4:00 – 9:00	Overview of the course AASECT PLISSIT Chapters 1- 2	http://aasect.org/ - review before class. You can use this site to find resources for different subjects that we will discuss in class. http://dbhnow.com/wp-content/uploads/2011/03/Comfort-and-Willingness-Scale.pdf - print this survey and complete it. Students will sign up for the topic for the Sexuality Counseling/Therapy Project
08/09/14	8:30 – 5:30	Six Fundamentals of Sexual Health, anatomy, language, assessment Chapters 3- 5	http://www.sex-lexis.com – take some time browsing the website, write down 10 (or more) concepts that you were not familiar with before.
08/10/14	8:30 – 5:30	Sexual problems, DSM 5, Couples sex therapy Chapters – 6 – 11	Take some time to explore the main sexuality organizations website – AASECT, SSSS, SSTAR (links provided above)
09/12/14	4:00 – 9:00	Sexual abuse, medical concerns Chapters 12 - 16	Learning experiences led by students on their selected topics
09/13/14	8:30 – 5:30	Sexual variations, gender issues Chapters 17 – 18	http://www.prenhall.com/divisions/hss/app/miracle/ch14/ch14.html# - take the survey and know your score. You will not have to share it with class. Selected topics learning experiences led by students http://www.wpath.org/site_page.cfm?pk_association_webpage_menu=1351&pk_association_webpage=3926 – be familiar with Standards of Care for Transgender health Learning experiences led by students on their selected topics
09/14/14	8:30 – 5:30	Sex therapy, ethics Chapters 19 – 20	http://www.aasect.org/code-ethics - be familiar with the current AASECT code of ethics. Sexuality portrait due Learning experiences led by students on their selected topics
9/25/13			Sexuality Counseling/Therapy Project paper or website due

* The course outline is subject to change.

* If you are absent, it is your responsibility to contact a classmate or your instructor in case we have adjustments in our schedule.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Statement on Confidentiality and Emotional Safety:

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. Although the nature of the counseling program invites and expects students to confront themselves in order to maximize personal growth, each student is ultimately responsible for what he or she chooses to share in class, knowing that he or she has the right to pass on any activity or discussion that seems too personal. It is also the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Academic Integrity:

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on Class Decorum:

Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, nor use laptops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Sexuality Counseling/Therapy Project

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“The older I’ve gotten, the more impressed I have become by sexuality . . . (it) is one of the few things that keeps me humble, because it’s bigger than I am.”

Scott Peck

Students will be responsible for a topic related to human sexuality or sex therapy and work with their peers to have a better understanding of the subject. We will sign up for topics during the first class period. Please look over your textbook or other sources to select a couple topics that you might be interested to explore. You can select the topic from your textbook or any other source.

There will be two parts to the project:

- Learning experience in the classroom. Each student will have time to share their knowledge about the topic in the class. We will set the time for this project during the first class meeting.
- Create a website or write a paper on the selected topic.

Paper option

If students choose to write a paper, it will be an eight to ten page professionally written paper based on a topic you choose. The most important aspect of your class project for this course is that you choose a topic within the field of sexuality counseling and therapy that has meaning to you; something that you can take with you and find applicable to your counseling life.

Paper due – 09/25/14

- (1) Write a one page summary or overview of why you have selected a particular topic and what interests you about it.
- (2) Prepare an eight page scholarly paper (double spaced, 12 point type) using APA format to document your research.
- (3) Find at least 5 professional websites that discuss your topic. You will discuss the overview of these websites during the learning experience in the class. Use these websites to help you prepare the outline of the paper. Make sure that the websites are professional – created by university, or licensured professionals. If you have questions about the sites, you can email your professor.
- (4) In addition, refer to at least five other professional sources (articles, essays, segments from other books, etc.) using appropriate APA documentation.

Website option

If students choose the website option, you will be asked to create an online portfolio that include the following information:

1. Home page

Use this page to introduce the topic, illustrate the importance of it for counselors, and explain how you decided to choose this subject.

2. Scholarly reference list

List scholarly articles that discuss the topic. I encourage you to write at least a sentence next to each source. This will make the list more practical for you and your peers.

3. Recommended resources

This includes other professional websites, organizations, conferences, etc. that address the issues related to your topic.

4. Handouts

Based on the information that you learned in class and doing your own research, you are required to develop 3 handouts that would be appropriate to use with clients or students who are learning this subject. The handouts should address a specific issue and can be used for education, assessment, and/or therapy purposes.

5. Important people in the field

List people who have done research or are famous in your selected topic. You should have a list of at least 5 names with short description and links to their work or professional pages. You are strongly encouraged to email them and create a professional contact with them.

More details will be provided in the class.

Sexuality Portrait

“At the very heart of sex lies a profound affirmation of life, giving us a reason for living, optimism, and energy.”

Thomas Moore

Sexuality is beyond complex; in many ways it is unfathomable. But the purpose of this assignment is to help you conceptualize, as best you can, your own sexual persona; i.e., that part of self that through the very nature of the counseling process is drawn into those conversations with our clients whenever the topic of sexuality becomes a part of therapy. And the purpose is not necessarily to experience your darkest sexual chapters, although that may begin to happen; instead, it is for you to ask questions and look at aspects of your sexual self that you may have never taken the time to confront. A better understanding of our own sexuality ultimately impacts the congruence we bring to each of our clients, and, as such, gives our clients a better chance at understanding themselves.

This project will be due at the beginning of the last day of class (09/14/14). I will not read your work; I will just scan your portrait to make sure you thoroughly addressed the requirements of the assignment. After recording your grade, I will return it to you before you leave class that day. This essentially means that the only person who will read your portrait will be you or anyone else with whom you choose to share it. This project is aimed at your own growth within an area that is ultimately private and belongs to you.

Important – in order to protect your confidentiality, please do not write your name, school, or course number on the paper, just last 4 numbers of your social security number so you can recognize your paper.

With that in mind, the following outline will provide a structure for your personal “sexuality portrait.”

- I. Prepare your own sexual genogram based on the article “Revisiting the Sexual Genogram” by Belous and his colleagues (2012) located in the Blackboard (under “assignments”), your textbook, class discussions, and other sources you may choose to pursue. Try to make this at least a three generation genogram. As part of this segment, answer the questions in the article, “The Sexual Genogram” found at the bottom of page 292 and the top of page 293.
- II. At the end of every chapter in Stephanie Buehler’s book there are questions for your journal. Please select at least 5 of those questions (you can use more than 5) and write your answers to them.
- III. Create a section for sexual reflections. This is essentially a journal that you write once a week where you reflect on your own growth as a sexual person. This is a time for you to examine your own sexual legacy in relation to the various topics we address this semester or to other thoughts you choose to pursue.
- IV. The fourth and final section is devoted to music, movies, and literature. Most of us have been influenced in our sexual development by certain readings (stories, books, magazines, etc.), certain songs (both serious and not so serious), and certain movies (comedies and tragedies) that left an indelible mark on our sexual persona. Review those influences in your life and how they have affected your own sexuality.

You have, of course, the last say as to what goes into your “sexual portrait”, so feel free to add anything you feel is significant. My suggestion to you is that you plan on saving this project so you can review it from time to time to keep in mind your own sexual world view in relation to the clients with whom you work.

Participation/class discussion rubric

	Exemplary 94-100	Accomplished 90-93	Developing 84-89	Needs Improve. 80-83	Score
Preparation for class/class discussion/writing assignments	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class; turns in all writing assignments	Occasionally asks questions or makes observations that indicate reflections, some knowledge or readings for class; turns in all writing assignments	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class; turns in all writing assignments	Does not ask questions or make comments that indicate familiarity with topics for class; turns in most writing assignments	
Small group participation	Participates actively and provides leadership in small groups in class	Participates actively in small groups in class	Does not actively participate in small groups in class	Does not participate in small groups in class	
Class absences	Attends class regularly (no missed classes)	Misses 1 class with prior arrangement	Misses no more than 2 classes w/o prior arrangement	Misses class often	

Verbal learning experience rubric

	Exemplary 94-100	Accomplished 90-93	Developing 84-89	Needs Improve. 80-83
Delivery 15%	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes, Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	Consistent use of direct eye contact with audience, but still returns to notes, Speaks with satisfactory variation of volume and inflection	Displays minimal eye contact with audience, while reading mostly from the notes. Speaks in uneven volume with little or no inflection	Holds no eye contact with audience, as entire report is read from notes, Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization 35%	Demonstrates full knowledge by answering all class questions with explanations and elaboration, Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	Is at ease with expected answers to all questions, without elaboration; Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	Is uncomfortable with information and is able to answer only rudimentary questions; Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence	Does not have grasp of information and cannot answer questions about subject; Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness 15%	Demonstrates strong enthusiasm about topic during entire presentation; Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	Shows some enthusiastic feelings about topic; Raises audience understanding and awareness of most points	Shows little or mixed feelings about the topic being presented; Raises audience understanding and knowledge of some points	Shows no interest in topic presented; Fails to increase audience; understanding of knowledge of topic

Creativity 35%	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention	Some originality apparent; good variety and blending of materials/media	Little or no variation; material presented with little originality or interpretation	Repetitive with little or no variety; insufficient use of multimedia
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Paper/website rubric

Criteria	"A" range 90-100	"B" range 80-89	"C" range 70-79
Introduction and Conclusion 20%	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Concluding remarks show some synthesis of ideas though not all are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author tried to synthesize information.
Body; Flow of the Review 20%	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.
Coverage of Content 20%	The appropriate content is covered in depth without being redundant. Essential information is accurate and complete.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.
Sources and Citations 20%	More than six sources are used to create the paper, with the majority of research articles utilized. Citations follow APA format. Sources are cited when specific statements are made. Essential information is accurate and complete.	Six sources are used to create the paper, with mostly practitioner articles used. Citations follow APA format; however a few errors in essential information are evident.	Less than six sources are used, with no research articles cited. More than two citations did not follow APA format; or essential information is missing.
Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

STUDENT ACKNOWLEDGMENT

This course is designed to prepare future therapists to work with individuals and couples who are experiencing sexual problems. Consequently, the course will deal with sensitive and controversial topics and will contain sexually explicit material as well as some instances of strong language.

Printed Name

Signature

Date