Southern Methodist University
Simmons School of Education and Human Development

Sexuality Counseling/Therapy
HDCN 6314

Instructor: Dr. Hal Barkley
Spring Term, 2014: Monday, 6:00 – 10:15
Office Hours: contact for appointment (SMU in Plano- Bldg 3)
Phone: [redacted] Email: bbarkley@smu.edu SMU Office: 972-473-3479
(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: Long, L., Burnett, J., & Thomas, R.V. (2006). Sexuality Counseling: An Integrative Approach. New Jersey: Pearson Merrill Prentice Hall.

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: 20% of grade – a traditional, scholarly paper based on a sexual counseling topic of your choice. Due by March 10th.

Final Exam: 40% of grade – an exam covering the entire course and administered on the last day of 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:

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
  - 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)
  - receive a failing grade for the course
  - 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 http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14 then consult with the Program Specialist if they believe this option is a possibility.)

Course Outline:*

Please note that Jan. 21 is Martin Luther King Day – no classes – the first class is the next week of the term - we will make up this class on another day to be selected later.

January 27th: First Class – overview of course, syllabus, group activities, AASECT; PLISSIT
Next class Assignment: Read Chapters 2 & 3; Contemporary Sexuality; one page summary of project/paper due next week

February 3rd: Values, Masturbation, Role Play
Next Class Assignment: Read Chapters 4 & 5; Sexual Genogram, article

February 10th: Assessment, Treatment Plans, & Goals (DSMV); (Childhood Sexuality)
Next Class Assignment: Read Chapters 6 & 8; Sex History Form

February 17th: Sexual Fantasy; (Cyber Sex)
Next Class Assignment: Read Chapters 7 & 9; article

February 24th: Female Sexuality & Male Sexuality (DSMV); (Adolescent Sexuality)
Next Class Assignment: Read Chapter 13; article

March 3rd: Sexual Minorities/LGBTQI
Next Class Assignment: Read Chapter 14; Project Paper due next week

March 10th: Project Paper Due today; Rape, Anger, Power, & Sex
Next Class Assignment: Read Chapter 12; article

March 17th: Child Sexual Abuse (Spirituality and Sexuality)
Next Class Assignment: Read Chapters 10 & 11; article

March 24th: Variations/Atypical Sex; (Pornography); Illness, Disability, & Aging
Next Class Assignment: Sexual Portrait due next week; Study for Final

March 31st: ** (date to be adjusted) Sexual Portrait Due; Tie up loose ends; Final Exam

*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

HDCN 6314

"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

This project will be an eight 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. Be sure and check with me regarding your choice.

(1) Write a one page summary or overview of why you have selected a particular topic and what interests you about it. This summary is due by the second class meeting.

(2) Prepare an eight page scholarly paper (double spaced, 12 point type) using APA format to document your research.

(3) Select a primary source around which to center your study.

(4) In addition, refer to at least <u>five other professional sources</u> (articles, essays, segments from other books, etc.) using appropriate APA documentation.

(5) <u>Your paper is due on Monday, March 10th.</u>

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. I will not read your work, but while you take your final exam, I will 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.

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

I. Cover Sheet and Table of Contents - utilize the painting you did on the first day of class if you wish or other appropriate design

II. Prepare your own sexual genogram based on the article provided in class, 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 41 and the top of page 42. This article is in your binder and the questions are also listed in your text book in Chap. 3.

III. Fill out the Sexual Response Profile presented in class. Since you may choose to later use this or a similar form with clients, this will give you a chance to see how they might feel when it is their turn to fill out a sexual history (make a copy for your files before filling it out). And, of course, it will allow you to review your own sexual history.

IV. 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.

V. A fifth section is for "sexual fantasy." You will pattern this part of your project after the exercise we do the third week during class.

VI. The sixth and final section is devoted to music, movies, literature, and spirituality. 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), certain movies (comedies and tragedies), and perhaps our spiritual development that left an indelible mark on our sexual persona. Review those influences in your life and how they have affected your own sexuality. Feel free to add any other dynamics that may have impacted your sexual development.

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.

Class Participation & Readings Assessment

	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	

Review of Literature 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.