



COUN 6337: Counseling for Sexual Concerns
Spring, 2018

COUN 6337 is a required course for LMFT Licensure and an elective course for all other degree plans

College of Education
Department of Educational Leadership and Counseling

Instructor: Name: Judith A. Nelson, Ph.D., LPC (AZ), LPC-S (TX, Inactive), LMFT (TX, Inactive)
 Associate Professor of Counselor Education - Retired
 Acting Chair of Educational Leadership – Retired
 Currently: Adjunct
 P.O. Box 2119/SHSU
 Huntsville, Texas 77341
 Phone/Fax: 936-294-4148/936-294-4277
 E-mail address: nelson@shsu.edu

Syllabus: The syllabus is a working document intended to provide a basic outline of the course. Sometimes the instructor finds that more or less time is needed on a task, or a topic comes up that was not originally included in the syllabus, but everyone agrees that it deserves some time. I may make changes to the syllabus during the semester; however, you will have plenty of notification if that were to happen.

Office hours: Leave messages for me in my virtual office. I will check daily and respond as quickly as possible; however, I am not online 24/7, so there will be some wait time. For technical difficulties with Bb, please call the tech department at 936-294-1950. Phone conferences by appointment (leave a message in my virtual office).

Day and time the class meets: This class is completely online; however, sometimes students like to meet as a group. I will arrange these meetings if it appears that it might be helpful occasionally (Recordings will be available for students not available at the designated times).

Please be aware that spending time in our online class is required. You cannot do well in an online course by checking in for a few moments once a week. Watching my video lectures is required as are all other assignments. Students may not realize that I am able to “see” virtually how much time you spend in the course.

Location of class: Virtual classroom

Course Description: Students will develop an understanding of sexual anatomy, the physiology of sexual function, and therapeutic applications for assessing, counseling, and referral procedures for clients who present with sexual concerns. Students will investigate various therapeutic approaches when dealing with sexual concerns. Students will explore how life experiences, sexual values, and beliefs about sexual behavior affect the therapeutic interaction and outcome.

Students will examine and reassess their own attitudes and values around sexuality issues. We use a systemic approach to working with sexual issues.

Prerequisites: CNE 534, CNE 632, and CNE 674

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: gaining factual knowledge (terminology, classifications, methods, trends); learning fundamental principles, generalizations, or theories

Important: learning to analyze and critically evaluate ideas, arguments, and points of view

Textbooks: Long, L., Burnett, J., & Thomas V. (2006). *Sexuality counseling: An integrative approach*. Upper Saddle River, N. J.: Pearson Education, Inc.
Articles posted online on our course Bb website
Video sessions and presentations

Course Format: This is an online course consisting of short lectures, large and small group discussion, role play, and presentations.

Course Content: Students will develop an understanding of sexual anatomy, the physiology of sexual function, and therapeutic applications for assessing, counseling, and referral procedures for clients who present with sexual concerns. Students will investigate various therapeutic approaches when dealing with sexual concerns. Students will explore how life experiences, sexual values, and beliefs about sexual behavior affect the therapeutic interaction and outcome.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CACREP Standards
Students will develop an understanding of the systematic interaction patterns in couples' sexual relationship. Students will understand human sexuality and its effect on couple and family functioning	Read assigned articles and write an annotated bibliography (5 articles required) or read one of the selected books and write a report; Role-plays; Complete the treatment plan for the assigned couple	Graded paper that demonstrates understanding, reflects satisfactory writing skills and acceptable organization	MCFC: 5.F.2.e

Web address for *specialty organization standards*: <http://cacrep.org>

Course Requirements:

1. Participation: Students are required to read the listed assignments during the week they are assigned and should be prepared to discuss their understanding of the material in the online discussions. Class participation is important and includes: role-play (usually using Kaltura), discussion of material and issues presented in video lectures and readings, and class presentations. This course is completely online; therefore, you must check your SAM email regularly and log on to Bb regularly for resources and for online lectures, resources, and class activities. Face-to-face classes meet for 3 hours per week and then there is outside work. I expect that you will put that much time into this course. I can check to see what kind of time you spend online and will do that periodically. **(100 points includes attendance or time spent online; professionalism in your communication with me and your peers; and your graduate worthy posts in our online discussions). A rubric is provided for professionalism points.**
2. Post your introduction and submit your signed informed consent to “Assignments.” **(20 points).**
3. Response or Reflection Papers: Students will respond to certain assigned articles, chapters, or videos. The response papers will be no more than 2 pages, double-spaced, 12 pt. font. The response papers are designed to prompt discussion and will be submitted to Bb for grading. (20 X 5 = 100) **A rubric is provided for response paper points.**
4. Individual Sexual History: Students will complete a thorough individual sexual history of their own. A model will be provided. I will not read your personal sexual histories. You will turn in a reflection (#3) describing how your experience of conducting your own sexual history will impact your work with clients and their sexual problems. Points are included above in reflection papers. **See rubric for response papers.**
5. Goal-setting worksheet: Students will complete a goal-setting worksheet on the couple that we study in the video on infidelity. (25 points) **A rubric is provided for your treatment plan.**
6. Treatment plan: Students will complete a treatment plan for one of the sexual issues using the format provided in class. (50 points) **A rubric is provided for your treatment plan.**
7. Quiz over chapters 6 and 7. **(20 points)**
8. Annotated Bibliography or Book Presentation: Students will complete an annotated bibliography on an approved topic of interest citing at least 5 articles. The students will draw conclusions based on the information in their bibliography. This information will be presented in class through Kaltura. OR you can read one of the books listed below and present the information to your classmates through a Kaltura video (100 points). I will give you detailed instructions on creating your video. **A rubric is provided for your annotated bibliography or book review.**
9. Exam: Each student will complete a final exam. (50 points)

NOTE: All assignments must be completed in order to receive a passing grade in this course.

Books to choose (some may be available at the NGL in 3-book form OR you can request that the NGL obtain a book for you):

- Ginacola, M., Smith, C., & Filmore, J. (2017). *Affirmative counseling with LBGTQI + people*. Alexandria, VA: American Counseling Association.
- Golden, G. H. (2009). *In the grip of desire: A therapist at work with sexual secrets*. New York: Taylor and Francis.
- Goodrich, K., & Luke, M. (2015). *Group counseling with LBGTQI*. Alexandria, VA: American Counseling Association.
- Green, S. & Flemons, D. (Eds.) (2004). *Quickies: The handbook of brief sex therapy*. New York: W. W. Norton.
- Kaplan, H. S. (1988). *The illustrated manual of sex therapy*. Psychology Press.
- Kaplan, H. S. (1913). *The new sex therapy*. New York: Routledge.
- McCarthy, B. & McCarthy, E. (2003). *Rekindling desire: A step-by-step program to help low-sex and no-sex marriages*. New York, NY, US: Brunner-Routledge.
- McCarthy, B., & McCarthy E. (2012). *Sexual awareness: Your guide to healthy couple sexuality*. New York: Routledge.
- Metz, M. E. & McCarthy, B. (2011). *Enduring desire: Your guide to lifelong intimacy*. New York: Routledge.
- Schnarch, D. (1991). *Constructing the sexual crucible: An integration of sexual and marital therapy*. New York: W. W. Norton & Company.
- Schnarch, D. (2009). *Passionate marriage: Love, sex, and intimacy in emotionally committed relationships*. New York: W. W. Norton & Company.

Course schedule:

DATE	YOUR TASKS
The short week: January 17-21	<ol style="list-style-type: none"> 1. Watch Dr. Nelson's welcome video 2. Read first things first to familiarize yourself with Bb support 3. Starting line: post your introduction and sign and submit the informed consent (20 points) to Assignments by the end of the week which is always, for this class, Sunday at midnight. We will consider Week One on our syllabus to be the first full week of classes. We will be using "Kaltura" for presentations and some role-playing. I urge you to post your introduction in "Kaltura" and post it to the discussion board if you can. I have included complete instructions in this module. If you get too frustrated, just go ahead and post your intro in words on the discussion board. But remember, you will have to learn how to do it eventually. Also, please include photos of yourself whenever possible, so we get to know the real YOU! 4. Read the PLISSIT Model article. It's posted in the "Starting Line." 5. Take a look at the AASECT website. What is the difference among sexuality educators, counselors, and therapists? Just something for you to think about. Some of you may want to become certified as one or more of those.
Week One: January 22-28	<ol style="list-style-type: none"> 1. Watch Dr. Nelson's video; open the power point to follow along; print it if you want to take notes. I will always post my lecture by Sunday night before the week begins. Sometimes I even get it up by the start of the weekend. 2. Read Chapter 1: Intro to Sexuality Counseling. pp. 1-19 3. Write Reflection #1 and submit for a grade (20 points). 4. Find a news brief that involves sexuality. You can use the newspaper, online news services, blogs, etc. Join the discussion on what you found.
Week Two: January 29-February 4	<ol style="list-style-type: none"> 1. Watch Dr. Nelson's video 2. Read chapter 2 3. Read the articles: Interminable Sex Therapy and the Response 4. Submit Reflection #2 for a grade (20 points). 5. Watch the sex therapy video

Week Three: February 5-11	<ol style="list-style-type: none"> 1. Watch Dr. Nelson's video 2. Read Chapter 3: Assessment in Sexuality Counseling. pp. 46-67. 3. Read the Articles: The Sexual Genogram and Revisiting the Sexual Genogram 4. Submit your posts to the discussion board 5. Watch infidelity video: Session 1 6. Watch the Helen Fisher video
Week Four: February 12-18	<ol style="list-style-type: none"> 1. Watch Dr. Nelson's video lecture 2. Read Chapter 4: Goal Setting, Treatment Planning, and Interventions in Sexuality Counseling. pp. 68-81. 3. Submit post to discussion board. 4. Watch Session Two of the Infidelity Video 5. Use the goal setting worksheet to set up goals for the couple in the video; submit for a grade to "Assignments." (25 points)
Week Five: February 19-25	<ol style="list-style-type: none"> 1. Watch Dr. Nelson's video lecture 2. Read chapter 5: Maintaining and Validating New Perceptions and Behaviors in Sexuality Counseling, pp. 82-94. 3. Watch Session 3 of the Infidelity video. 4. Write a treatment plan for the couple in the video. Use the case formulation provided and submit to "Assignments." (50 points) 5. In the discussion for this week, tell me the book you are reading or plan to read OR tell me the topic you will use for your five articles. Remember you can do either of these for your final presentation. You will present using Kaltura and will post it to the discussion board so we can all view it. It is perfectly fine for several of you to have the same topic or to read the same book.
Week Six: February 26-March 4	<ol style="list-style-type: none"> 1. Watch Dr. Nelson's video lecture. 2. Read Chapter 6: Female Sexuality: Diagnosis and Treatment Interventions, pp. 95 – 119 and Chapter 7: Male Sexuality: Diagnosis and Treatment Interventions, pp. 120-140.

	<p>3. Take the quiz which includes chapters 6 and 7.</p> <p>4. Watch Session 4 of the Infidelity video.</p>
Week Seven: March 5-11	<p>1. Watch Dr. Nelson's video lecture and follow along with the power point. You can make a copy of the power point if you would like to take notes. This is a rather long lecture, so I will break it up into several parts, so you can watch one part, then come back to it another time.</p> <p>2. Read Chapter 12: Sexual Variations and Atypical Sexual Behavior, pp. 210-232.</p> <p>3. Watch the video: Is Sex Addiction Real?</p> <p>4. Your sexual history is due in a few weeks. The sexual history format is in this module. You WILL NOT turn in your sexual history to me or discuss it in a discussion board. The point of this exercise is to think about how clients might react to completing a sexual history. You WILL write a reflection worth (#3) (20 points) and respond to my prompts. See the module for week seven for the reflection prompts.</p>
SPRING BREAK: March 12-18	<p>We are about halfway through the semester! I have a short assessment on the course for you to complete. You will find the assessment in the week 8 module.</p>
Week Eight: March 19-25	<p>1. Watch Dr. Nelson's video lecture.</p> <p>2. Read one of the articles listed in the module.</p> <p>3. Post a summary (one paragraph) of your article. You do not need to respond to each other unless you want to, but please read all of the posts.</p> <p>4. Watch Session 5 and 6 of the infidelity video.</p>
Week Nine: March 26-April 2	<p>1. Watch Dr. Nelson's video lecture. There is a power point in the module that you can read during the lecture.</p> <p>2. Read Chapter 9: Counseling Sexual Minority Couples, pp. 161-179.</p> <p>3. Read the Herlihy article found in the module.</p> <p>4. Write a reflection (#4) (20 points) on the Herlihy article and submit to "Assignments." In addition to your thoughts on the article, talk a bit about how you will handle working with clients who may have differing lifestyles from your own.</p>
Week 10:	<p>1. Watch Dr. Nelson's video lecture.</p>

April 3-8	<p>2. Read Chapter 13: Counseling Survivors of Rape and Their Partners, pp. 233-255.</p> <p>3. Watch the video on “non-consensual sex.”</p> <p>4. Write a post on the discussion board regarding the video.</p> <p>5. Submit your reflection on your own sexual history to “Assignments” if you have not already done this.</p>
Week 11: April 9-15	<p>1. Watch Dr. Nelson’s video lecture.</p> <p>2. Read Chapter 14: Counseling Survivors of Childhood Sexual Abuse and Their Partners, pp. 256-280.</p> <p>3. Find a book, chapter, article, blog, video, or other media that would be helpful for your peers in learning more about childhood sexual abuse. Post on the discussion board. No need for comments unless you want! However, read all posts.</p>
Week 12: April 16-22	<p>1. Watch Dr. Nelson’s video lecture.</p> <p>2. Read Chapter 10: Aging and Sexuality, pp. 180-193 OR Read Chapter 11: Disabilities, Chronic Illness, and Sexuality, pp. 194-209 OR Read Sexuality Transmitted Infections and Diseases, pp 141-160</p> <p>3. Watch the video on “Medical Issues.”</p>
Week 13: April 23-29	<p>1. Watch Dr. Nelson’s video lecture on intersectionality.</p> <p>2. For your last reflection (#5) (20 points) discuss sexual privilege and oppression as they relate to you.</p> <p>3. Post your presentation on the Bb discussion set up for your presentations by the 26th (after Thanksgiving) if you have not already done this.</p>
Week 14: April 30-May 4	Presentations and Final Exam (specific dates to be announced)

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Informed Consent

COUN 6337: Counseling for Sexual Concerns

Due to the sensitive nature of this course, students are advised in advance to consider the following issues:

1. By remaining enrolled in this course beyond the first day of class, you are agreeing that you understand the points below and are willing to participate fully in the class discussions and assignments. You are always invited to ask questions about the course at any time should specific concerns arise.
2. Controversial topics will be discussed in this course. It is expected that students may experience reactions to these topics in which their opinions and values have already been established. Although it is not necessary for students to agree with each other on controversial subjects, students must be respectful of their classmates and be cognizant of the fact that you can never be sure what the experiences of another have been or what values another student in class may hold.
3. Personal definitions of what is considered graphic vary widely. I present material that I have determined to be educational and appropriate for clinical instruction, and I give careful consideration of the merit of such materials before using them.
4. This class will involve self-reflection related to examining one's personal values, beliefs, and biases surrounding human sexuality issues. Although the amount of time and energy each student devotes to this reflection will vary, it is expected that students remain open to this reflection throughout the course. The purpose of this type of reflection is to prepare students to manage reactions, value conflicts, and biases that may arise when working with clients about sexuality issues that may negatively impact their clinical effectiveness with clients presenting with sexual concerns.
5. This course is an educational, not a therapeutic, experience! Self-disclosure of personal experiences related to sexual issues is not expected or encouraged. However, students may want to share personal experiences related to certain topics. Be sure to weigh your intentions and the amount of information you share carefully.
6. Please hold all personal information shared in class in confidence. Also, be assured that all materials/assignments turned in to me are held in the strictest confidence.

I fully understand that this course covers the outlined sexuality issues, assessment, treatment of sexual victimization, and sexual dysfunctions. At times the material and content of the course will be sexually explicit. I further understand that the nature of this course invites me to reflect on my own behaviors, attitudes, and values regarding sexual issues.

SIGNATURE _____ DATE _____

PRINTED NAME _____