



SYLLABUS
COUN 5500
Human Sexuality in Counseling
FALL 2016
3 Credit Hours

Counseling Program
School of Counseling & Human Services

Instructor Name: Dr. Dean Aslinia
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Office Hours: Check by Office Door or Email for Appointment
Virtual Office Hours: By appointment Only

Course Format/Structure By University Standards, a Hybrid Class can be up to or more than 51% face-to-face and up to 49% (maybe) online
Due to the extensive nature of this class, until and unless otherwise stated in class, all lectures will be face-to-face and the supplemental information/quizzes/videos/and assignments will take place online.

Classroom Location: DALLAS 2 Building – Room 339

Class Meeting Days & Times: Wednesdays 5:30 – 6:50
Online Portion Weekly

Prerequisites: COUN 5680 and COUN 5710
Co-requisites:

Required Text

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

Long, L., Burnett, J., & Thomas, V. (2006). *Sexuality counseling: An integrative approach*. Upper Saddle River: Pearson.

Highly Recommended Book:

Braun-Harvey, D; Vigorito, M. (2015). *Treating Out of Control Sexual Behavior Rethinking Sex Addiction*. Springer Publishing ISBN-13: 978-0826196750

Recommended / Supplemental Reading:

- Diamond, Lisa (2008). *Sexual Fluidity: Understanding Women's Love, and Desire*. Cambridge, MA: Harvard Univ. Press.
- Haffner, D. W. (2008). *From Diapers to Dating*. (4th edition). Newmarket Press. New York: New York.
- Haffner, D. W. (2008). *Beyond the Big Talk*. (3rd edition). Newmarket Press. New York: New York.
- Holcomb, W.R., (2010). *Advances in Psychotherapy-Evidence-Based Practice. Sexual Violence. Vol.(17)*. Ashland, OH: Hogrefe.
- Katehakis, A., & Bliss, T. (2014). *Mirror of Intimacy: Daily Reflections on Emotional and Erotic Intelligence*. Los Angeles: CA: The Center for Healthy Sex.
- Kaufman, M., Silverberg, C., & Odette F., (2007). *The Ultimate Guide to Sex and Disability*. Cleis Press.
- Meana, M. (2012). *Advances in Psychotherapy-Evidence-Based Practice : Sexual Dysfunction in Women. Vol. 25*. Valparaiso, IN: Hogrefe.
- Rowland, D.L., (2012). *Advances in Psychotherapy-Evidence-Based Practice: Sexual Dysfunction in Men. Vol.26*. Valparaiso, IN: Hogrefe.
- Schnarch, D. (2009). *Intimacy & Desire: Awaken the Passion in Your Relationship*. NY: Beaufort Books.
- Schnarch, D.M. (2002). *Resurrecting Sex*. NY: HarperCollins
- Wince, J.P., Weiseberg, R.B. (2015). *Sexual Dysfunction, 3rd Ed*. NY: Guilford. Zilbergeld, Bernie (1999, revised). *The New Male Sexuality*. New York: Bentam Books.

Resources

AASECT Code of Ethics available at <http://www.aasect.org/code-ethics>

Kinsey Report <http://www.kinseyinstitute.org/research/ak-data.html>

Standards of Care: The World Professional Association for Transgender Health (2012). WPATH. Version 7 available at http://www.wpath.org/site_page.cfm?pk_association_webpage_menu=1351&pk_association_webpage=3926

Purpose

This course explores the relationship between mental health and human sexuality, and the role of the professional psychotherapist in sex counseling. As time permits, topics include: biological foundations, research methodology, gender roles, attraction and love, variations in sexual behavior, sexuality and the life cycle, sexual problems, sex therapy, sexually transmitted diseases, sexual coercion, and sexual responsibility. Additionally, this course explores therapist values, attitudes, and beliefs about sexuality and sexual behavior, and promotes practitioner self-awareness and self-reflection about the intersection of the personal and professional in counseling clients for sexuality related issues.

Course Description:

This course is intended for counseling students to develop an understanding of human sexuality as well assessment and treatment of sexual issues.

Important Note:

Please be aware, this class has been designed to have a comprehensive overview of many topics surrounding sexuality. The topics listed in your syllabus EXCEED even the required topics as prescribed by AASECT's (American Association of Sexuality Educators, Counselors, and Therapists) Human Sexuality Education Core Knowledge. AASECT requires these topics to be covered in 90 clock hours. Being that UNT-Dallas only offers one course in sexuality due to course planning and degree plan limitations, and since this class will only have 45 hours to cover the topics. Some of the topics will not be covered as thoroughly as would otherwise be recommended. I have however, left the topics in the syllabus, so that you have an overall idea of all the components that are crucial for a well rounded sexuality counselor or therapist.

Competencies:

This course will satisfy the Council for Accreditation of Counseling and Related Education Program's (CACREP, 2009) common core curriculum standards outlined in Section II.G, as well as both the Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling standards. For more specific information on how the course work meets CACREP standards, see Appendix E.

Course Objectives:

1. Gain an understanding of counseling approaches appropriate for a diverse population in need of education and counseling in the areas of sexuality and relationships.
2. Gain enhanced patience and understanding of the varying opinions and values of peers within the class and the diverse sexual values and expression in the community at large.
3. Gain enhanced insight into student's own values, beliefs, decision-making techniques, and ability to respect others when working with diverse populations and views.
4. Gain an understanding of the physical, psychological, and social aspects of sexual development and functioning.
5. Gain knowledge in the evaluation and treatment of sexual problems, and in when and how to properly refer clients to appropriate treatment.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200.

972-780-3632, studentlife@unt.edu.

TK20 Account: Tk20 is the UNT-Dallas' School of Education and the Counseling Program's reporting and assessment system. The system allows School of Education and Counseling Program faculty to seamlessly monitor and report on the critical program-based assessments aligned with accreditation standards. The system also serves as a storehouse for student artifacts including their filed experience and clinical work which is accessible for students long after they graduate from UNT Dallas, and can serve as a wonderful backup when a student goes up for licensure or certification.

Visit <http://www.untDallas.edu/soe/tk20> or with a digital copy of the syllabus ([click here](#)) to purchase a TK20 Account. Activation can take up to 3 days, though the most frequent duration is 1 hour. Once your account is active, you can login with your regular UNT Dallas account information. Please give yourself enough time for the activation to take place, if you wait until the last day of the semester and your account is not active, you will be held responsible for the incomplete grade in your class.

Total Cost: \$122.35 (Base Price: \$110.00, Order Processing Fee: \$3.00, Sales Tax: \$9.35). The TK20 Account will be valid for 7 Years of access to the system upon purchase.

Please note: This is a required purchase not just for this class, but rather for your entire counseling program. Each course that you complete at UNT-Dallas will have a key assessment that will be on TK20 and that you will be required to submit that key assessment to TK20 before you will receive a grade for that assignment. Students that do not upload required documents to TK20 will receive a zero for the assignment.

For questions regarding this system, please contact the UNTD Tk20 system administrator: Ms. Genell McClendon at genell.mcclendon@untDallas.edu or 972-338-1364

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Meanwhile, if you have any concerns, comments, or feedback during the process of this course, please feel free to email me and let me know of your concerns. If I know about your needs while the course is progressing, I have much better of a chance to modify my teaching methods, then to just have the evaluation at the end of the semester.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of academic integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Code of Academic Integrity:

[http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf)

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity of Opinion and Respect Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive language and remarks offensive to others of diverse background (nationality, ethnic origin, sexual or religious preferences, etc...) will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

No in Class Recording:

Due to the sometimes sensitive and potentially confidential cases and/or disclosures that are made in class recording any part of a class lecture via any medium is strictly prohibited. Students with disability accommodation needs may, after receiving permission from the University Disability Office, Course Professor, as well as informing the class population that recording will take place, record.

Assignment Policy:

Each assignment will be provided with its own specific set of instructions; students will be expected to follow set instructions. Professor reserves the right to use his discretion in regards to assignment due dates.

Students will forfeit 10% of the possible points each day an assignment is turned in beyond the announced deadline. For instance, there will be a 10% deduction if the assignment is one day

late, 20% if it is two days beyond due date, and so on. Please speak with me if there are extenuating circumstances.

Incomplete Policy

Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with me *prior* to the end of the term in order to receive an “incomplete.” An agreed upon plan for completion must be submitted in writing, identifying a date when work will be completed. If the *incomplete* is not resolved by the end of the following term, the grade will be changed to an “F.” Please refer to the Student Handbook for additional details.

Problems and Concerns

Please communicate with me regarding problems or concerns. With timely feedback, we can correct problems and misunderstandings before they grow.

Additional Class Policies:

- Blackboard: Check Blackboard weekly for assigned readings and retrieve PowerPoint.
- Use of Technology: Students are encouraged to bring their laptops, ipads, etc.. to take notes and access documents on Blackboard during the class period, so long as the technology medium does not serve as a distraction to other students.

Grade Determination:

- A = 90% or better
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = less than 60%

Course Grading and Evaluation

Instrument	Quantity	Total %
Quizzes	5 x 20 points	5%
Journal Article Review	1 x 50 points	10%
Sexual History Assessment Report (Interview Project)	1 (5-8 pages inc. title.ref)	25%
Sexuality Self-Assessment Paper	1 (8-10 pages inc. title.ref)	25%
Final Exam	1 (100 points)	20%
Professional Disposition, Attitude, and Participation	1 (100 points)	15%
	Total	100%

Requirements:

ASSIGNMENTS, EXPECTATIONS, & GRADING:

1. Professional Disposition, Attitude, and Participation Assessment

The counseling profession is made up of a multi-layer system which involves the utilization of empirical standards and protocols, interpersonal relationship skills, as well as a strong ethical compass to navigate the delicate but sometimes rough waters of human emotions.

In any credible graduate program of counseling students are challenged by learning the professional standards and procedures for the ethical diagnosis and treatment of behavioral and emotional health concerns. Additionally, students are coached through a series of self-awareness exercises which may ultimately create a more insightful, aware, and congruent individual who presents as the most authentic self to their clients in their therapeutic journey.

The profession of psychology and counseling though rooted in many theoretical orientations, and view points of the human psyche, is ultimately summarized in the powerful and therapeutic impact of the relationship between the counselor and client. It has in fact been empirically presented that the biggest agent of change in the therapeutic process is the strength of that relationship.

As such, though this course is built on the standards of the profession, the state's higher education standards, and the University's standards of rigor; our department further evaluates and holds of utmost importance the interpersonal and psychological readiness of each graduate counseling student before they enter the profession. This is an ethical obligation each professor has to our profession and our society in ensuring that students who are not emotionally, behaviorally, professionally, and or psychologically ready to serve, do not inflict more harm on members of our community.

Therefore, please note, that 10% of this courses' requirements are based on the consistent and stable demonstration of your emotional, behavioral, psychological, and professional disposition, attitude, and participation. Meaning, though you might master the content and assignment requirements of the course, you may still fall short of an exemplary grade assignment for the course, if the professor determines your participation and attitude in the course requires further evaluation, awareness, and development.

Please realize this practice is not meant to be punitive in anyway, and is simply for your benefit of further analysis of your own interpersonal processes on your path to become the best counselor practitioners or educators that you can become.

It is my personal hope that by the time you complete this course you will be one step closer to practicing and being fully aware of the core conditions of counseling as laid out by Carl Rogers; Unconditional Positive Regard for your clients, Empathy and Genuineness and to fully master the principles of our counseling profession. The American Counseling Association, has identified the principles of counseling in its 2015 version of the code of ethics' preamble as,

Autonomy, Beneficence, Non-Maleficence, Veracity, Fidelity, Justice all of which can only be achieved with a stable and aware psyche.

Should you have any further questions, concerns, or comments in regards to the standards set forth, please do not hesitate to inquire for further clarity either in class, via email, or phone call.

% Points	Professional Disposition, Attitude, and Participation Assessment Rubric
0-3%	Participates rarely and/or reluctantly, makes unprofessional statements, or gestures, and is more often than not insensitive to the emotional needs or beliefs of other students. (Missed or was late for more than 1 class)
3-5 %	Participates inconsistently (abstains from participation or must be persuaded to participate) and exhibits inconsistent emotional regulation as exhibited by their attitude.
6-10 %	Participates consistently (participates with little or no coaxing), is often but not always engaged in course discussions, and more often than not has significant contributions to course discussions.
11-15 %	Participates consistently & exercises leadership/initiative (always participates without coaxing; takes initiative in volunteering for activities; actively contributes their own thoughts and ideas and/or encourages the engagement of peers). Their presence enhances the learning environment in the course.

2. Quizzes:

Five quizzes that will be online, the questions from the quizzes will serve as an exam review as the questions from the quizzes will make up the final exam.

3. Journal Article Review:

Pick an empirical journal articles dated within the last 10 years, related to human sexuality and counseling or mental health. Then write a 2-page article review (summary) about the article. I will not need the original article, but will need the APA citation. Review needs to be written in APA format.

For the next two assignments pair up with a classmate and complete the sexual history interview that is included in this syllabus (each take turns as interviewer and interviewee). Make sure you honor your classmate who becomes your interviewee, and gather only those sections which they are comfortable discussing or sharing in this class. If they are not comfortable with a topic, skip it!

4. Sexual History Assessment Report: (Interviewing Project) (APA Format) (KEY ASSESSMENT) (PLEASE SUBMIT TO TK20)

Once you complete the interview (Based on Questions included in the syllabus), take the information gathered, and combine it with your own perspective that is based on the knowledge you are acquiring from the course. Then conceptualize the potential needs/goals of your interviewee (client) and write a 5-8-page report that includes both the data collected and why you believe the selected goals would potentially help the person or their relationship (current or future).

5. Sexuality Self-Assessment Paper (APA Format)

For completion of this assignment you will have needed to complete surveys posted on BlackBoard (Under Assignment – Sexuality Self-Assessment Paper).

After completion of the interview, reflect on your experience as you conducted this interview and combine it with the surveys you completed at the beginning of the semester. Then think about all the class discussions and lectures you have gained knowledge from, and based on all of the above sources write an 8-10-page paper and assess your own growth in terms of comfort with the topic of sexuality.

Make sure you AT LEAST cover the following topics:

- Your current personal sexual beliefs, values, and attitudes and how those relate to what you heard in your interview.
- Have you noticed a shift in your values and beliefs, if so what were the changes and if your convictions have become stronger, what caused that?
- Write on what you have become aware of based on your sexual, cultural, or socialized biases
- Discuss how you plan to use this awareness in your professional and personal life.
- What factors you believe need to be included in a sexual assessment and history and why?
- What topics did you find yourself to be sensitive about, and how did you overcome the discomfort?
- what was the highlight of your experience and what were your top take aways?
- Do you believe you can be a good sexuality counselor/therapist and if not, highlight, how you will determine a plan to work around or with that issue?

6. Final Exam

Will be an online exam covering the course material (lectures, online content, etc...) students will be provided with an exam review.

(Please Note: Professor Reserves The Right to Modify Course Content Scheduled Below as Deemed Beneficial to the Student Learning)

Tentative Course Schedule		
WEEK	TOPICS	Notes/ Readings
Week 1	Introduction to Sexuality Science (Sexology) & Art of Sexual Counseling & Therapy	Introduction(s) Course Overview Buehler: Chapters: 1, 2, 19

	<p>Cross Cultural Perspectives, socio-cultural, familial factors (e.g., ethnicity, culture, religion, spirituality, socioeconomic status, family values), in relation to sexual values and behaviors.</p> <p>History of the discipline of sex research, theory, education, counseling, and therapy</p> <p>Importance of Knowledge of professional communication skills used with clients, students, and colleagues.</p>	<p>Long et. al: Chapters: 1, 2, 5</p> <p>ACA, AASECT Codes of Ethics</p> <p>History of Sexology – Masters & Johnson Kinsey Institute</p> <p>COMPLETE SURVEYS in BlackBoard, Under Assignment (Sexuality Self Assessment Paper)! You will need this for your paper and this needs to be done by end of week 1. (Keep both)</p>
<p>Week 2</p>	<p>Principles of sexuality research and research methods.</p> <p>Learning theory and its application.</p> <p>Sexual attitude and belief awareness – healing past pains to help others</p> <p>Conceptual Model of Understanding Sexuality – 5 Circles of Sexuality</p>	
<p>Week 3</p>	<p>What is Sexual Health and how is it defined in today’s world?</p> <p>Ethics and Legal considerations with and</p>	

	around sexuality counseling	
Week 4	<p>Developmental sexuality from a bio-psycho-social perspective across the life course</p> <p>Sexual and reproductive Anatomy & Physiology</p> <p>Love & Hormones – Molecular Biology of Sexuality</p>	<p>Buehler: Chapters: 3, 10</p> <p>Lecture/Supplemental Information</p>
Week 5	<p>Health/medical factors that may influence sexuality, including, but not limited to, illness, disability, drugs, mental health, conception, pregnancy, childbirth & pregnancy termination, contraception, fertility, HIV/AIDS, sexually transmitted infection, other infections, sexual trauma, injury, and safer sex practices.</p>	<p>Long et. al: Chapter: 8,11</p> <p>Sexually Transmitted Infections & Diseases</p>
Week 6	<p>Assessment of Sexual Problems</p>	<p>Long et. al: Chapter: 4</p>
Week 7	<p>Sexual Disorders and Dysfunctions (DSM-5)</p> <p>Range of sexual functioning and behavior, from optimal to problematic, including, but</p>	<p>Buehler: Chapters 13</p> <p>Long et. al: Chapters: 6, 7</p>

	<p>not limited to, common issues such as: desire discrepancy, lack of desire, difficulty achieving or maintaining arousal, sexual pain and penetration problems, and difficulty with orgasm.</p>	
<p>Week 8</p>	<p>Intimacy skills (e.g., social, emotional, sexual), intimate relationships, interpersonal, relationship and family dynamics.</p> <p>Love Theories: Commitment, Intimacy, and Passion</p> <p>Models of love and functions</p> <p>Female vs. Male Sexuality</p> <p>Recovery from Infidelity</p>	<p>Buehler: Chapter 6, 7, 8</p> <p>Long et. al: Chapter: 6,7</p> <p>2 Journal Article Reviews Due</p>
<p>Week 9</p>	<p>Alternative Sexuality – Diversities in sexual expression and lifestyles, including, but not limited to polyamory, swinging, BDSM, Kink, Fetishes, tantra, etc...)</p>	
<p>Week 10</p>	<p>Treatment Planning</p> <p>Sexual wellness and pleasure enhancement skills.</p> <p>Understanding of the use of medical aids/ sexual toys</p>	<p>Buehler Chapters 5,13</p> <p>Sexual History Interview</p>

		Report Due
Week 11	<p>Contraception</p> <p>Abortion</p> <p>Reproduction</p>	<p>Buehler: Chapters, 14,15</p> <p>Long et. al: Chapters: 13, 14</p>
Week 12	<p>Out of Control Sexual Behavior</p> <p>Sexual/Pornographic “addiction”</p> <p>Substance use/abuse and sexuality.</p>	<p>Buehler: Chapter 17, 18</p> <p>Long et. al: Chapters: 12</p> <p>Sexuality Self-Assessment Paper</p>
Week 13	<p>Sexual coercion, exploitation, including sexual abuse, sexual harassment, and sexual assault, rape, and incest</p> <p>Child Sexual Survivors’ issues: Guilt, shame</p> <p>Legal issues, mandatory reporting</p> <p>Cyber sexuality and social media</p>	<p>Buehler: Chapters: 12</p> <p>Long et. al: Chapter: 13,14</p>
Week 14	<p>Issues related to sexual orientation and/or gender identity: heterosexuality; issues and themes impacting lesbian, gay, bisexual, pansexual, asexual people; gender identity and expression. (LGBT)</p>	<p>Buehler: Chapters: 10</p> <p>Long et. al: Chapter: 9</p>

Week 15	Sex Education Parents Questions Sexuality and Mental Health Problems Sexuality During Childhood and Adolescence	Buehler: Chapters: 9, 11
Week 16	Sexuality and Aging – working with older adults Psycho-education work of the difference among sex, intercourse, and intimacy	Final Exam Exit Essay

Teaching Method and Philosophy

Informed Consent

I have been teaching in higher education for the past 8 years. During this time, I have taught at 4 different universities, including our local Universities of Texas A&M University-Commerce, and SMU. I have taught in the departments of Psychology and Counseling at Undergraduate, Masters, and PhD levels. During this time, I have developed a student-centered teaching approach that is based on the The Standards for Effective Pedagogy and Learning that were established through the Center for Research on Education, Diversity, and Excellence (CREDE).

CREDE cites “The Standards represent recommendations on which the literature is in agreement, across all cultural, racial, and linguistic groups in the United States, all age levels, and all subject matters. Thus, they express the principles of effective pedagogy for all students.”

The research consensus can be expressed as five standards.

- Joint Productive Activity: Teacher and Students Producing Together (discussions, course planning, assignment due dates, etc..)
- Language Development: Developing Language and Literacy Across the Curriculum (Mental Health & Counseling) (writings, presentations, case conceptualizations, course discussions, power point lectures, videos, etc...)

- Contextualization: Making Meaning: Connecting Education to Students' Lives and Clinical work. (clinical case studies, class discussion and examples on cases, and available and practical resources)
- Challenging Activities: Teaching Complex Thinking (discussions, critical thinking, journal article reviews, self-reflections, assessments, group activities/work, etc...)
- Instructional Conversations: Teaching Through Conversation (Open conversation/discussion forums, seating arrangement if possible, collaboration and flexibility)

Therefore, my teaching style utilizes a series of practices which may include, but is not limited to Lecture, PowerPoint presentations, Media (video, internet) and classroom discussions. I allow my students to take the lead in their learning, meaning, though there is a scheduled topic for the class session, we might embark on several parallel discussions on related topics which I found to be just as important for your clinical skill set and knowledge. Per counseling theory work, if there was a model for my teaching style, it would be considered Student-Centered Teaching.

As an experienced clinician who has owned, managed, and directed two private practice offices, and two mental health clinics; I believe in relating the classroom teaching to practical implications in our field. These topics often include, ethical dilemmas, legal statutes, board rules, best practices for treatment, and research findings. I trust that you can read each line of your book or PowerPoint lectures on your own.

Students, that require or prefer to have a course structured prior to the beginning of the semester and one that follows that structure rigidly, or those that prefer a PowerPoint lecture for every class; are recommended to take other sections of this class taught by other faculty. I believe clinical cases are better described or discussed in an open forum not just through a few PowerPoint slides.

By not dropping this class and remaining past the 3rd class session, you hereby acknowledge that you were notified of the teaching style and course layout and indicate your wish to follow this methodology.

COURSE CONTENT INFORMED CONSENT

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

1. **By remaining enrolled in this course beyond the first day of class, you are agreeing that you understand the points below and that you are willing to take part in this course.**

2. **Remaining in the course also indicates your agreement that you are willing to participate in assignments that are indicated in the syllabus for this course.**
3. At times, controversial sexual topics may be discussed in this course. It is expected that students may experience reactions to these topics, and many students have already established opinions and values related to these topics. Although it is not necessary for students to agree with one another or with the instructor related to any controversial issues discussed in this course, students must agree to remain respectful of their classmates throughout the course.
4. Personal definitions of sexually graphic images and sexually explicit language vary widely. The instructor will present images and use language that could be considered offensive to some students. However, the nature of the course requires that topics of conversation and images that may be considered by some to be “taboo” or uncomfortable are addressed. The intention of presenting such material is for clinical instruction and the instructor will give careful consideration to the educational merit of such material in class. Students are asked to give the same careful consideration when they are bringing new material to the class through assignments and class discussions. Any questions regarding the appropriateness of materials students plan to present should be discussed with the instructor prior to presenting the material to the class.
5. This class may involve student self-reflection related to examining one’s personal values, beliefs, and biases surrounding human sexuality issues. It is expected that each student remain open to this self-reflection throughout the course. The purpose of this self-reflection is to prepare students for managing their reactions, value conflicts, and biases that may arise when working with clients about sexuality issues that may negatively impact their clinical effectiveness with these individuals.
6. This course involves student participation and class discussion. Please note that this class is an educational and *not* a counseling experience. Therefore, self-disclosure of personal experiences related to sexuality is not expected. However, students may at times wish to share personal experiences related to the topics addressed in this course. In these situations, students should give careful consideration to their intentions for sharing such material and should share only the minimal amount of information required to convey the intended point.
7. Although students may feel uncomfortable at times during this course, they are encouraged to use professional behavior to self-regulate their own anxiety. Students are permitted to excuse themselves from the classroom when they deem necessary if the course activities or content is beyond their ability to self-regulate.
8. During class activities, students may share personal information about themselves and their families. Please respect the privacy and confidentiality of other students in this class, and adhere to professional confidentiality standards. Likewise, all materials submitted to the instructor is treated as confidential information.

9. You also understand that this course is intended to lay the foundations to sexuality counseling. This course, being that it is the first in the series of sexuality counseling courses at UNT-Dallas, is not an advanced sex therapy course. Though the instructor will attempt to cover topics in depth, for the most part, topics will remain general and foundational so that everyone in the course can benefit. If you feel your understanding of sexuality and or sexuality in mental health is advanced and would find yourself to be bored with basic foundational sexuality topics, please drop the class immediately.

10. As outlined under item #3, though you are not required to agree with the opinions of every classmate and instructor, you do need to be aware, that not all topics are opinions. Many are in fact, researched, empirical, legal, and clinically practiced. Thus, if you find yourself, disagreeing with items that are deemed empirically sound and validated, please note that the instructor reserves the right to act as a gate-keeper for the profession and start the process of fit-for-the-profession assessment on the basis of sound judgment.

PRINT & BRING TO 2nd CLASS

**COUN 5500 - Sexuality in Counseling
Informed Consent to Attend Class**

This class is designed to train therapists to work with individuals and couples who are experiencing sexual problems. Consequently, the course will deal with sensitive and controversial topics. A good deal of the content matter of the course will be sexually explicit and will contain strong language. The sexually explicit material will include full nudity, sex acts, visual examination of male and female genitalia, as well as verbal comments about sexual activities and preferences.

Couples and family therapists deal with a wide variety of people who are experiencing varying degrees of emotional and physical distress. The language they use to discuss their concerns may be considered profane, vulgar, or obscene. The intent of this class is to prepare therapists to deal with both the content and language expressed by clients. Therefore students must be exposed to material that some may consider offensive.

If participating in the class becomes distressful for you, please contact the instructor, as soon as you are aware of the distress. The instructor cannot provide therapy for you but can refer you to an appropriate person if necessary. The instructor will do what I can to help you adjust to the material presented. However, to become a practicing couples and family therapist, it is essential that you both understand and are able to emotionally deal with the material covered in class.

To be involved in this course, it is necessary that you read and sign the attached statement:

I fully understand that this course covers the above outlined sexuality issues, assessment, treatment of sexual victimization, and sexual dysfunction and contains sexually explicit material as discussed in the syllabus and course schedule.

I further understand that the material covered may cause me emotional distress. I understand that the intent of the instructor is to prepare me to work with people who are experiencing sexual difficulties. I understand that it is necessary for me to be exposed to this material. I agree to view and hear this material and will not consider it to be a form of sexual harassment.

I further agree to alert the instructor if course material is causing me undue distress. I understand that the instructor continues to be bound by university regulations regarding sexual harassment and that I have not given up my right to file a grievance if I judge her behavior to be inappropriate.

I understand that if I think I might be offended by this material, I should not take this course.

Name: _____

Signature: _____

Date: _____

University of North Texas – Dallas
Dr. Dean Aslinia
Human Sexuality Course

The Sexual History Interview Report

The Sexual History Interview involves a classmates and you who rotate taking the roles of *interviewee* and *interviewer* to gain firsthand experience in being interviewed, conducting an interview, and observing the process. Use the interview as an opportunity to reflect on the narratives presented by each interviewee to discern examples of “patterns that organize and connect” our sexual trans-actions, sexual experiences, sexual attitudes, and sexual identities, past and present. The Interviewer may want to select questions from Exhibit 2 and/or Exhibit 3 to give a sense of direction to the interview. When reflecting on the significance of the information gathered, consider the questions below, and remember to consider your thoughts as *hypotheses* subject to *further checking* with your interviewees:

6. What were the overt & covert messages (+ and -) in the interviewee’s family regarding Sexuality? Femininity? Masculinity? Gender roles?
7. How was sexuality and intimacy encouraged? Discouraged?
8. What sexual trans-action patterns can be identified? What has changed over time about these patterns? What has endured (i.e., stayed the same)?
9. What patterns persist in the Interviewee’s present experience?
10. What messages does the interviewee wish to communicate to a son or daughter regarding gender roles and sexuality/intimacy?

In your *report* of the *interview*, concentrate on your experience as interviewer, interviewee and observer. As INTERVIEWER, reflect on the following themes:

1. What elicited anxiety in your experience as interviewer? How did you manage your anxiety? What topic areas were easy to ask about? What topic areas were difficult to ask about? To what do you attribute the difference?
2. How did you respond to the interviewee? The observer? To what degree do you feel you *understood* the interviewee? What surprised you? What offended you?
3. What was the most valuable part of the interview experience for you as the interviewer? Why?

How will the experience as interviewer influence your future professional activity as interviewer and/or observer?

As INTERVIEWEE, reflect on the following themes:

1. What elicited anxiety in your experience as interviewee? How did you manage your anxiety? What topic areas were easy to answer? What topic areas were difficult to answer? To what do you attribute the difference?
2. How did you respond to the interviewer? The observer? What surprised you? What offended you? To what degree do you feel you were RESPECTED and UNDERSTOOD by both?
3. How will the experience as interviewee influence your future professional activity as interviewer and/or observer?

As OBSERVER, reflect on the following themes:

1. What was comfortable/what was difficult about your experience as observer?
2. What positive actions did you notice in the interviewer's behavior with the interviewee? What do you wish the interviewer had done differently? How do you rate the quality of their (interviewer/interviewee) interaction?
3. Which role (interviewer or observer) enables you to better understand the interviewee and why? How will the experience as observer influence your future professional activity as interviewer/observer?

A Guide to the Peer Sex Interview

Organize an interviewing session consisting of two roles: An interviewer and interviewee, each person will take a turn at each role.

For each interview you need about an hour's uninterrupted time and the interviewing guide that follows on the next pages. The interview is divided into two parts: the first section covers attitudes toward sex in the family you grew up in, and the second section covers attitudes in your present family of choice. If you want to do the interview at more than one sitting, these two sections are a convenient way to punctuate the interview. Try to go through each section as a whole so you don't interrupt the Flow of the interview. The idea is to evoke memories and highlight patterns in the interviewee's life that will help him/her explore the foundation of his/her sexual attitudes and feelings.

The questions in the interviewing guide are grouped together around particular topics. Instead of reading each question one at a time and answering it, as one would do on a questionnaire, read

all the questions under a topic area first before the interviewee starts talking. Taken as a whole, the questions provide an outline of what a conversation addressing a family sexual issue may include. You might want to modify some of the questions to fit the situation and add questions of your own. Similarly, encourage the interviewee to feel free to add questions and areas of inquiry as you go along.

REMEMBER: each interviewee is in charge of her/his answers; s/he decides which questions to answer and which (if any) to ignore. The interviewer is to RESPECT the interviewee's decision and not probe further – neither in action nor in imagination ... and honor the privacy of the interviewee's disclosures in the same manner as granted to clients.

Sexual Issues in Your Family of Birth

Learning About Sex

- How did you first learn about sex? Whom did you learn from?
- Did you feel free to ask questions at home or did you ask outside?
- What did your mother tell you about sex?
- What did your father tell you?
- What conversations do you remember? Did you ask any questions? What were they? Who answered them, and how were they answered?
- Did your parents tell you about reproduction only or did they tell you about the sex act?
- Did they communicate that sex is for pleasure, or only for reproduction?
- What kind of a feeling did your parents give you about sex?

Parent's Sexual Life

- Were you aware of your parents as sexual partners?
- How did you become aware of that – from what they said, how they behaved, or direct observation?
- Were they open about acknowledging their sex life or did they hide it?
- Did you ever ask them anything about their sex life? How did they respond to your questions?
- Did you and your sibling(s) discuss your parents' sex life? What was said?

- What feelings did you have about your parents' sex life?

Exploratory Sex Play

- What experiences of sexual play do you remember?
- Did you play alone or with someone else? With whom?
- Was your sex play done openly or did you hide it? Why was that?
- If you got the message not to engage in exploratory play, how did you get it?
- Did your parents ever "catch" you? How did they react – What was said or done?
- In general, what were their attitudes about you exploring your body?

Role Differences at Home

- What did your parents communicate to you about what was suitable behavior for you as a boy or girl?
- If you had an opposite-sex sibling, were you and your sibling(s) allowed the same activities or were different restrictions put on brothers and sisters? How did they differ?
- How were the sexual roles of boys and girls defined?
- What were your feelings about the sex role behavior defined for you?

Relationships with Sibling(s)

- How would you characterize your relationships with your same-sex sibling(s) as compared to your opposite-sex sibling(s)?
- If you had both brothers and sisters, in what ways did you relate differently to them? In what ways the same?
- How open were you with each other about your bodies and sexual interests?
- Did you experiment with each other or play sexual games together?
- Did your parents worry about your play together?

- Did you sleep in the same room? Until what age?
- Did you experience sexual feelings towards your sibling(s)? Which one(s)? Did they to you? How did you feel about having those feelings?
- How were these feelings handled? Were they expressed, spoken about, denied?

Attitudes Toward the Body

- What was your family's attitude toward the body? Was the body considered natural and admired, or was it considered provocative and kept hidden?
- When was it OK to be nude, and when not?
- Were there differences among your family members – Who was comfortable with nudity and who was uncomfortable with it?
- Did you know what your parents' bodies looked like? How did you come to see them?
- Did you know what your sibling(s)'s sex organs looked like? How did you come to see them?
- What were your feelings about your body as you were growing up? How did you feel about your body in situations outside the home – in the locker room, at the doctor's office?

Dating

- What was your parents' attitude toward your dating? Were they encouraging, discouraging? How did rules for sons and daughters differ (if they did)?
- How did your parents feel about your bringing your dates home? Were they pleasant, unpleasant, accepting, non-accepting? Did they give you privacy to be with your date at home or did they watch over you?
- What preparation did your parents provide for dating and sex?
- What information did they give you on birth control, on what sex is like, about when to have sex and with whom?
- What did they tell you about the emotional aspects of sexual relationships, about the satisfactions and frustrations of sex, about dealing with peer pressure? Did they prepare you adequately?
- How did you feel about dating and sex? Were you eager, ambivalent, afraid, guilty?

- To what extent did you follow your parents' rules and advice, and to what extent did you go your own way?
- How did you feel about going along or not going along with them?
- How satisfying were your first sexual experiences?
- Did you discuss them with either of your parents? If not, did you go elsewhere?
- How did your sibling(s) feel about your dating? How did you feel about their dating? Did you share information, come to each other for advice? Did you tease each other or act boastfully to each other?
- How did you and your sibling(s) feel about your respective dates? Were you jealous of them? Were they jealous of you?
- At any time would you have wanted to be your sibling's date, or vice versa?
- Did you ever talk about any of these feelings with your siblings?

Relationship with Mother

- How did your mother feel about you as a sexual person? Was she pleased about your sexuality, jealous, angry, seductive?
- On what do you base this? What did she say to you? How did she respond to you? How did she relate to you physically?
- How did you feel about your mother as a sexual person? Did you think she really liked sex and was comfortable with herself that way?
- Did you find your mother sensual and warm?
- Did you ever experience erotic feelings towards your mother?
- When did you notice those feelings and what effect did they have on your relationship? Did you talk about it?

Relationship with Father

- Ask yourself the same questions as above, for your father.

Parental Attitudes

- What were the helpful and unhelpful aspects of your parents' approach to sex in general and your sexuality in particular?

- How consistent were they in conveying their attitudes – did your parents practice what they preached?
- How would you sum up your parents' attitudes toward sex? Were they basically accepting of sex, overly involved with sex, evasive about sex, or repressive about sex?

Sexual Issues In Your Family Of Choice

This part of the interview covers sexuality from the time you started to make a family of choice.

Sex and Pregnancy

- What changes were there in your sex habits after you (or your partner) became pregnant? What accounts for these changes?
- How did you feel about sex during pregnancy as compared to before?

For Women:

- How did you feel about yourself during pregnancy, your attractiveness, yourself as a parent, your sexuality?
- How did you feel about your partner's sexuality during pregnancy?

For Men:

- How did you feel about yourself during your partner's pregnancy, yourself as a parent, your sexuality?
- How did you feel about your partner's sexuality during pregnancy?

Sexual Life After Children

- How did having a baby at home affect your sexual life? What changes were there in desire, habits, enjoyment?
- How is your sex life now compared to before you had children? Do you feel as free to make love as you want to or do you feel inhibited with the children home?
- How do you handle it when you want to have sex?
- What about having children makes you feel differently about your sex life?

Infancy

For Mothers:

- Try to recapture what it was like to hold and fondle your children, and describe it. How did it make you feel?
- If you nursed your children, describe that experience. What feelings did it arouse in you? How did it make you feel about yourself sexually?
- Was it different nursing your son(s) than your daughter(s)? What made it different?
- What feelings did you have when you bathed your children: matter-of-fact, warm, protective, sexual?
- How did you feel when your boy babies had erections, when your children touched their genitals? How did you react?
- How did your partner feel about your involvement with your children, nursing them, washing them?
- How did you feel about your partner's involvement with your children?

For Fathers:

- Try to recapture what it was like to hold and fondle your children, and describe it. What feelings were elicited?
- Did you participate in bathing, diapering, feeding them? Why did you; why didn't you?
- How was the experience of holding your son(s) different (if it was) from holding your daughter(s)? in play? In caretaking?
- How did you feel when your son had an erection?
- How did you feel when you noticed your children touching their genitals? How did your reactions differ with your son(s) and daughter(s)? What did you do in each case? How did you deal with masturbatory behavior?
- How did you feel about your partner's handling of your children, her/his nursing them, fondling them? How did this differ for your son(s) and daughter(s)?

Exploratory Sex

- Did you ever notice your children having exploratory sex play?
- How did you feel about that?

- What has happened when you saw them masturbating, exploring each other's bodies, playing doctor games with their friends? How did you react?
- What do you tell your children about these activities? To what do you attribute these feelings and beliefs?

Nudity at Home

- Are your children curious about what your body looks like?
- How comfortable or uncomfortable are you about your son(s) and daughter(s) seeing you nude? What contributes to your feeling that way?
- Do your children feel embarrassed about seeing you in the nude? Do they pull back from you? Why is that? Do you think they find your nudity arousing?
- How do you feel about seeing your children nude or in any state of undress?
- How do your children feel about you seeing them nude or only partially dressed?
- Is it arousing for you if you see them or if they see you nude?
- How have your attitudes changed as your children have grown older?

Sex Education At Home

- What attitudes have you conveyed to your children about sex – that it is bad, a necessary evil, healthy, fulfilling? How close do these attitudes come to how you really feel about sex?
- What do you think their attitudes about sex are? How are they different from yours?
- Do you introduce sex as a topic of conversation or do you wait for your children to ask questions? How do you answer their questions? Do you limit the information or do you have full responses? Do you try to answer all questions or do you brush some aside?
- What kind of language do you use when talking about sex and sexual organs? Do you use juvenile or adult words?
- When your children ask questions do you prefer to talk about it or give them a book to read? Do you talk with them about the sex act as well as the mechanics of reproduction?
- Have you discussed problematic areas of sex such as pregnancy, disease, being used by others?

- Do you talk about the gratifying aspects of sex as well as the problems?
- How aware are your children that you have sex? How do you feel about them knowing that you are sexual?
- Have they asked you questions about your sex life? What have you told them?
 - How do you think your children see you sexually, and how did they form those attitudes?
Family Sexual Feelings
 - Have you ever had any sexual feelings towards any of your children? Try to recapture those times. What happened – what was it like? Was it a warm feeling, an uncomfortable feeling, a mixed emotion? Do you feel ashamed or feel good about these feelings?
 - How did that affect your relationship with your child(ren)?
 - How about your children – do you think they have sexual stirrings toward you?
 - How do you handle those feelings when they come up? Are you pleased? Do you try to brush it aside? Does it make you angry? Do you acknowledge it or talk about it?
 - How does your spouse respond? Does he or she have sexual feelings toward any of your children? Is your spouse aware of those feelings?
 - Have you talked about it together? Do any of your spouse's feelings bother you? In what way?
 - How do you think the children react to your spouse's feelings?
 - Generally speaking, is the climate in your family accepting of sexual feelings or do these feelings tend to be concealed?

Sexual Roles

- How do your attitudes about what is appropriate and inappropriate behavior differ towards your son(s) and your daughter(s)?
- What rules do you promote? Do you have different standards and expectations for each?
- Do you feel more comfortable about the sexuality of your son(s) or that of your daughter(s)? What contributes to your feeling this way?
- How do you convey those feelings to your children?

Children's Sexuality

- What are some of the ways in which you have become aware of your children's sexuality (e.g., the way they behave with you, your spouse, siblings, other children, adults of the same or opposite sex; their appearance, attitudes, questions)?

- What feelings does your children's sexuality elicit in you? How pleased or displeased are you? How comfortable are you with the way they are developing and acting sexually?

Children's Dating

- How do you feel about your children's dating? Are you proud, anxious, jealous, unconcerned?

- Do you expect your children to behave sexually as you did when you were growing up, or do you want them to have more freedom, less freedom?

- Do you give them privacy to see their dates at home?

- Do you know about their sexual experiences?

- Do they ask your advice about sex or questions about the sex act, birth control, disease prevention? What do you tell your children when they ask you?

- Do you ask them about their sexual interests and activities?

- What do you tell your children in the way of unsolicited advice? What do they need to know to become sexually responsible?

- Do you trust your children's judgments about sex? How do they demonstrate that they are sexually responsible?

- Do you worry about unwanted pregnancy, sexually transmitted diseases, or their being used sexually by others?
 - Are you also concerned about whether or not they can enjoy their sexual activities?
 - Do you talk with them about your concerns?
 - Do your feelings about what you do and don't do and what you want your children to do and not do coincide with what you say your attitudes are?

For Separated and Divorced Parents:

- How do you handle your dating in front of your children? How open are you with them about people you see?
- Do your children know when you are having a sexual relationship? How do you feel about their knowing that you are sexually active? How much do you want them to know?
- How do your children react to your companions? Are they approving or disapproving of your involvement? Why is that?

*Questions are based on format presented in: Ehrenberg, M., & Ehrenberg, O. (1988). The intimate circle: The sexual dynamics of family life. New York: Simon & Schuster, pp. 314-323.

COUN 5500 Sexuality Counseling Rubric

1. Sexual History Assessment Report:

- a. Each student will write a 6-8-page double spaced paper/report on a sexual history interview (assessment) they complete with a classmate (client).
- b. Provide an overview of the sexual history of client.
- c. Provide possible explanations of any significant sexual history events
- d. Provide rationale based on book readings, articles, and lectures for potential diagnosis or treatment approaches.
- e. Provide links to any ethical or cultural considerations
- f. Provide a self reflection of your experience, what made you feel uncomfortable and what the highlights of your experience were.
- g. APA formatting and References

	Below Standard	Meets Standard	Exceeds Standard
<p>Completed Assessment Accurately</p> <p>CACREP CMHC Standard FOUNDATIONS. B: Skills and Practice. 1</p> <p>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</p>	<p>Not enough accurate or clear data collected or presented and lacking in two or more: Logical and Well supported Reasoning and –in depth understanding</p> <p>30 points</p>	<p>Accurate and clear data collected or presented; but lacking in one: Logical and well supported reasoning and/or Demonstrates in-depth understanding</p> <p>40 points</p>	<p>Accurate and clear data collected and presented; with Logical and Well supported reasoning and Demonstrates in-depth understanding</p> <p>50 points</p>
<p>Provide Overview of Sexual History of Client</p>	<p>Not enough accurate or clear data collected or presented and lacking in two or more: Logical and Well supported</p>	<p>Accurate and clear data collected or presented; but lacking in one: Logical and well supported reasoning and/or Demonstrates in-</p>	<p>Accurate and clear data collected and presented; with Logical and well supported reasoning and Demonstrates in-depth understanding</p>

	Reasoning and –in depth understanding 30 points	depth understanding 40 points	 50 points
Provide Overview of Sexual History of Client CACREP CMHC Standard FOUNDATIONS. A: Knowledge. 3 Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Not enough accurate or clear data collected or presented and lacking in two or more: Logical and Well supported Reasoning and –in depth understanding 30 points	Accurate and clear data collected or presented; but lacking in one: Logical and well supported reasoning and/or Demonstrates in-depth understanding 40 points	Accurate and clear data collected and presented; with Logical and well supported reasoning and Demonstrates in-depth understanding 50 points
Provide links to any diagnostic, ethical, or cultural considerations CACREP CMHC Standard COUNSELING, PREVENTION, AND INTERVENTION. C: Knowledge. 2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Not enough accurate or clear data collected or presented and lacking in two or more: Logical and Well supported Reasoning and –in depth understanding 30 points	Accurate and clear data collected or presented; but lacking in one: Logical and well supported reasoning and/or Demonstrates in-depth understanding 40 points	Accurate and clear data collected and presented; with Logical and well supported reasoning and Demonstrates in-depth understanding 50 points
Provide a self reflection of your experience, what made you feel uncomfortable and what the highlights of your experience were.	Not enough accurate or clear data collected or presented and lacking in two or more: Logical and Well supported Reasoning and –in depth understanding 30 points	Accurate and clear data collected or presented; but lacking in one: Logical and well supported reasoning and/or Demonstrates in-depth understanding 40 points	Accurate and clear data collected and presented; with Logical and well supported reasoning and Demonstrates in-depth understanding 50 points
APA formatting and References	More than 4 APA, grammar, or editing problems.	All references present. No more than 4 APA, grammar, or editing	All references in APA format; No more than 2 grammar or editing

		problems	problems.
	10 points	15 points	20 points

Appendix

CACREP Outcome Based Program Area Standards:

The 2009 CACREP Standards appeal for counselor education programs to document the knowledge and skill performance of key educational components for all program areas. COUN 5500 is a foundational course; the focus of the measurement is on the comprehension and application of basic facts, principles, and skills. Specifically, this course will use assignments to determine your mastery of the following knowledge/skill-based standards (Portions of the course also fulfill *in part* the following **CACREP Program Area Standards**):

CLINICAL MENTAL HEALTH COUNSELING		
Standard Addressed	Assignments Assessing Student Knowledge/Skills	Standard Met if:
CACREP CMHC Standard FOUNDATIONS. A: Knowledge		
1. Understands the history, philosophy, and trends in clinical mental health counseling.	Discussions #1, 3	Student fulfills an 80% or greater on each assignment listed
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Final Exam Questions 10-15	Student fulfills an 80% or greater on each assignment listed
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Sexuality Interview Sexuality Interview Report	Student fulfills an 80% or greater on each assignment listed
CACREP CMHC Standard FOUNDATIONS. B: Skills and Practice		
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Sexuality Interview	Student fulfills an 80% or greater on each assignment listed

CACREP CMHC Standard COUNSELING, PREVENTION, AND INTERVENTION. C: Knowledge		
1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Final Exam Questions 20-25	Student fulfills an 80% or greater on each assignment listed
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Sexuality Interview Report Final Exam Questions 30-35	Student fulfills an 80% or greater on each assignment listed
4. Knows the disease concept and etiology of addiction and co-occurring disorders.	Discussions #3	Student fulfills an 80% or greater on each assignment listed
CACREP CMHC Standard DIVERSITY AND ADVOCACY. E: Knowledge		
1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Discussions #5	Student fulfills an 80% or greater on each assignment listed
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Final Exam Questions # 36-40	Student fulfills an 80% or greater on each assignment listed
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Journal Article Review	Student fulfills an 80% or greater on each assignment listed

Marriage Couples and Family Counseling		
Standard Addressed	Assignments Assessing Student Knowledge/Skills	Standard Met if:
Foundations		
Standard A: Knowledge		
3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.	<ul style="list-style-type: none"> Final Exam Sexuality Interview Discussions Exit Essay 	Student fulfills an 80% or greater on each assignment listed
5. Understands a variety of models and theories of marriage, couple, and family counseling	<ul style="list-style-type: none"> Final Exam Sexuality interview Exit Essay 	Student fulfills an 80% or greater on each assignment listed
Standard B: Skills and Practices		

2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems	<ul style="list-style-type: none"> • Sexuality Interview • Discussions 	Student fulfills an 80% or greater on each assignment listed
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Counseling, Prevention, and Intervention

Standard C: Knowledge

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society	<ul style="list-style-type: none"> • Final Exam • Sexuality Interview • Exit Essay 	Student fulfills an 80% or greater on each assignment listed
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3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning	<ul style="list-style-type: none"> • Final Exam • Sexuality Interview • Exit Essay 	Student fulfills an 80% or greater on each assignment listed
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4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice	<ul style="list-style-type: none"> • Final Exam • Sexuality Interview • Exit Essay 	Student fulfills an 80% or greater on each assignment listed
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Standard D: Skills and Practices

1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement	<ul style="list-style-type: none"> • Final Exam • Sexuality Interview • Discussions 	Student fulfills an 80% or greater on each assignment listed
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6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate	<ul style="list-style-type: none"> • Sexuality Interview • Exit Essay 	Student fulfills an 80% or greater on each assignment listed
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Diversity and Advocacy

E. Knowledge

1. Understands how living in a multicultural society affects couples and families.	<ul style="list-style-type: none"> • Sexuality Interview • Discussions • Exit Essay 	Student fulfills an 80% or greater on each assignment listed
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2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).	<ul style="list-style-type: none"> • Sexuality Interview • Final Exam • Discussions 	Student fulfills an 80% or greater on each assignment listed
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F. Skills and Practice

4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.	<ul style="list-style-type: none"> • Sexuality Interview • Discussions • Final Exam 	Student fulfills an 80% or greater on each assignment listed
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Assessment

G. Knowledge

1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psycho-educational and personality assessments	<ul style="list-style-type: none"> • Final Exam • Sexuality Interview • Discussions 	Student fulfills an 80% or greater on each assignment listed
2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society.	<ul style="list-style-type: none"> • Final Exam • Sexuality Interview 	Student fulfills an 80% or greater on each assignment listed

SCHOOL COUNSELING

Standard Addressed	Assignments Assessing Student Knowledge/Skills	Standard Met if:
Foundations		
Standard A: Knowledge		

1. Understands the history, philosophy, and trends in school counseling and educational systems.	<ul style="list-style-type: none"> • Sexuality Interview • Final Exam • Discussions 	Student fulfills an 80% or greater on each assignment listed
2. Understands ethical and legal considerations specifically related to the practice of school counseling.	<ul style="list-style-type: none"> • Sexual Interview • Final Exam • Discussions 	Student fulfills an 80% or greater on each assignment listed
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	<ul style="list-style-type: none"> • Final Exam • Discussions • Sexuality Interview 	Student fulfills an 80% or greater on each assignment listed

Counseling, Prevention, And Intervention

Standard D: Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	<ul style="list-style-type: none"> • Sexuality Interview Report • Exit Essay • Discussions 	Student fulfills an 80% or greater on each assignment listed
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3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	<ul style="list-style-type: none"> • Sexuality Interview • Exit Essay 	Student fulfills an 80% or greater on each assignment listed
Diversity and Advocacy		
Standard E: Knowledge		
1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	<ul style="list-style-type: none"> • Sexuality Interview • Discussions • Exit Essay 	Student fulfills an 80% or greater on each assignment listed
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	<ul style="list-style-type: none"> • Final Exam • Sexuality Interview • Exit Essay 	Student fulfills an 80% or greater on each assignment listed

**AASECT Human Sexuality Education Standards
(American Association of Sexuality Educators, Counselors, and Therapists)**

V. Human Sexuality Education: Core Knowledge

Core Knowledge

All candidates must have knowledge of the following as they relate to sexual health and pleasure:

- A. Ethics and ethical behavior.
- B. Developmental sexuality from a bio-psycho-social perspective across the life course.
- C. Socio-cultural, familial factors (e.g., ethnicity, culture, religion, spirituality, socioeconomic status, family values), in relation to sexual values and behaviors.
- D. Issues related to sexual orientation and/or gender identity: heterosexuality; issues and themes impacting lesbian, gay, bisexual, pansexual, asexual people; gender identity and expression.
- E. Intimacy skills (e.g., social, emotional, sexual), intimate relationships, interpersonal, relationship and family dynamics.
- F. Diversities in sexual expression and lifestyles, including, but not limited to polyamory, swinging, BDSM, and tantra.
- G. Sexual and reproductive anatomy/physiology.
- H. Health/medical factors that may influence sexuality, including, but not limited to, illness, disability, drugs, mental health, conception, pregnancy, childbirth & pregnancy termination, contraception, fertility, HIV/AIDS, sexually transmitted infection, other infections, sexual trauma, injury, and safer sex practices.
- I. Range of sexual functioning and behavior, from optimal to problematic, including, but not limited to, common issues such as: desire discrepancy, lack of desire, difficulty achieving or maintaining arousal, sexual pain and penetration problems, and difficulty with orgasm.

- J. Sexual exploitation, including sexual abuse, sexual harassment, and sexual assault.
- K. Cyber sexuality and social media.
- L. Substance use/abuse and sexuality.
- M. Pleasure enhancement skills.
- N. Learning theory and its application.
- O. Knowledge of professional communication skills used with clients, students, and colleagues.
- P. History of the discipline of sex research, theory, education, counseling, and therapy.
- Q. Principles of sexuality research and research methods.