



## SYLLABUS

COUN 5500

### Human Sexuality in Counseling

3 Credit Hours

Counseling Program

School of Counseling & Human Services

**Instructor Name:** Dr. S. Dean Aslinia  
**Office Location:** Building 1, Room 301J  
**Office Phone:** 972-900-1397  
**Email Address:** [Dean.Aslinia@UNTDallas.edu](mailto:Dean.Aslinia@UNTDallas.edu)

**Office Hours:** M, T, Th 4-5 p.m.  
**Virtual Office Hours:** By appointment

**Course Format/Structure:** 51% face-to-face; 49% online

**Classroom Location:**

**Class Meeting Days & Times:** Wednesdays from 6-7:40 In Room DAL2 – 338  
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.

### 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*. (4<sup>th</sup> edition). Newmarket Press. New York: New York.

- Haffner, D. W. (2008). *Beyond the Big Talk*. (3<sup>rd</sup> 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, 3<sup>rd</sup>.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](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.

## **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 faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. **Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive.** For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

### **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 either communicate them to me or to the director of the school of Counseling and Human Services Dr. Constance Lacy at: [Constance.Lacy@UNTDallas.edu](mailto:Constance.Lacy@UNTDallas.edu).

**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_Integrity.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](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Missing 2 or more classes will result in a lowering of a letter grade.

**Diversity/Tolerance Policy (Professional Conduct):**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated (unless material is related to the learning experience and not directed at anyone in the class). Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

**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.

## Electronic Devices

Please place on silent all cell phones or any technology that may disturb class. Laptops or tablets can facilitate learning for some students. Thus, students are permitted to use laptops or tablets when they are engaged in class-related activity (e.g., taking notes, looking up references). Use of laptop computers or tablets for activity not related to class, as well as texting or other use of smartphones in class, is considered rude, disrespectful, and distracting to the instructor and other students, and is of course distracting to the student engaged in the disruptive activity.

Please note, I will make a note of times when you are engaging in such activities and will deduct points from your participation grade.

## Course Grading and Evaluation

<b>Instrument</b>	<b>Quantity</b>	<b>Total %</b>
Discussion Board	5 x 20 points	10%
Journal Article Review	2 x 50 points	10%
Sexual History Interview/Assessment Project/Report	1 (5-8 pages inc. title.ref)	20%
Sexuality Self-Assessment Paper	1 (10-12 pages inc. title.ref)	20%
Final Exam	1 (100 points)	20%
Exit Essay	1 (4-6 pages inc. title.ref)	10%
Attendance/Participation	1 (100 points)	10%
	<b>Total</b>	<b>100%</b>

**Grade Determination:**

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

**Discussion Boards:** 5 topics will be presented online. Each will count for 20 points, (10 for your initial response, and 5 for each response to one classmate)

**Journal Article Review:** Pick 2 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.

**Sexual History Interview/Assessment Project/Report:**

Read separate instructions: Get with a classmate and complete the sexual history interview, (each take turns as interviewer and interviewee) once complete, take the information gathered from the interviewers perspective combine it with knowledge gained from book reading on sexual assessments and write a (5-8 page including title and references APA paper on: What factors you believe need to be included in a sexual assessment and history, where and what topics to be sensitive about, what traps to watch out for, and based on your experience, what made you feel uncomfortable during the interview, what was the highlight of your experience and what were your top take aways?

**Sexuality Self-Assessment Paper**

Based on the sexual History Interview/Assessment Project/Report, take the interviewee portion of the project and combine it with the survey's you completed at the beginning of the semester, and knowledge you have gained from the course and write a (10-12 page including title and references APA paper) on your current personal beliefs, values, and any significant shifts in those beliefs since the beginning of the course, highlight what you have become aware of based on your sexual, cultural, or socialized biases and how you plan to use that awareness in your professional and personal life. Do you believe you can be a good sexuality counselor and if not, highlight, how you will determine a plan to work around or with that issue?

**Final Exam**

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

**Exit Essay**

Students are to provide an essay that is 3 to 5 pages in length, typed, double-spaced, APA-style (not including the title and reference pages). Students' essays should involve the following:

Identification of student's pre-course attitudes and beliefs about sexuality and how those views

have changed. Articulation of new knowledge gained as a result of course experiences, lectures, discussions, and readings. Demonstration of scholarly understanding based upon contemporary literature, and Integration of cultural and social justice ideals in sexuality and mental health.

Tentative Course Schedule (Please Note: Instructor Reserves Right to Modify Course Schedule as Deemed Beneficial to Student Learning)		
WEEK	TOPICS	DUE
Week 1	<p>Course Overview</p> <p>Cross Cultural Perspectives on Sexuality</p> <p>Sexuality within Counseling Making the shift to become comfortable with the topic</p> <p>Ethical Management of Sex Therapy</p>	<p>Introduction(s)</p> <p>Buehler: Chapters: 1, 2, 19</p> <p>Long et. al: Chapters: 1, 2, 5</p> <p>ACA, AASECT Codes of Ethics</p> <p><b>DISCUSSION DUE</b></p>
Week 2	<p>Sexual Anatomy &amp; Psychosexual Development</p> <p>Transgender Children</p> <p>Female Sexuality and Physiology</p> <p>Male Sexuality and Physiology</p> <p>Sexual Arousal and Response</p> <p>Defining Sexual Health</p> <p>Sexual Orientations Sex Research: Methods and Problems (LGBT)</p>	<p>Buehler: Chapters: 3, 4, 10 (6 &amp; 7)</p> <p><b>DISCUSSION DUE</b></p>

Week 3	<p>Assessment of Sexual Problems</p> <p>Treatment Planning</p> <p>Recovery from Infidelity Therapy</p>	<p>Buehler: Chapter 5, 8</p> <p>Long et. al: Chapter: 3, 4</p> <p><b>Journal Article Reviews Due</b> <b>DISCUSSION DUE</b></p>
Week 4	<p>Sexual Disorders and Dysfunctions</p>	<p>Buehler: Chapters 13</p> <p>Long et. al: Chapters: 6, 7</p> <p><b>DISCUSSION DUE</b></p>
Week 5	<p>Sexually Transmitted Infections &amp; Diseases</p> <p>Contraception</p> <p>Abortion</p> <p>Reproduction</p>	<p>Long et. al: Chapter: 8</p> <p>Buehler Chapters 14,15</p> <p><b>Sexual History Interview/Assessment Project/Report</b></p>
Week 6	<p>Sexual Coercion/Rape/Incest</p> <p>Child Sexual Survivors' issues: Guilt, shame</p> <p>Legal issues, mandatory reporting</p>	<p>Buehler: Chapter 12</p> <p>Long et. al: Chapters: 13, 14</p> <p><b>Sexuality Self-Assessment Paper</b></p>
Week 7	<p>Problematic Sexual Behaviors (Sexual/Pornographic "addiction")</p> <p>Atypical Sexual Behaviors (Fetishes)</p>	<p>Buehler: Chapter 17, 18</p> <p>Long et. al: Chapters: 12</p> <p><b>DISCUSSION DUE</b></p>



Week 8	Parents Questions  Sexuality and Mental Health Problems  Sexuality During Childhood and Adolescence  Sex Education in Schools  Teen Pornography	Buehler: Chapters: 9, 11  <b>Final Exam</b>  <b>Exit Essay</b>
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## **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, etc..)
- **Language Development: Developing Language and Literacy Across the Curriculum** (writings, presentations, etc...)
- **Contextualization: Making Meaning: Connecting Education to Students' Lives** (clinical case studies, class discussion on cases, and examples)
- **Challenging Activities: Teaching Complex Thinking** (discussions, critical thinking, journal article reviews)
- **Instructional Conversations: Teaching Through Conversation** (Open conversation/discussion forums, seating arrangement if possible)

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. 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.

Students, that require or prefer to have a course structured prior to the beginning of the semester and one that follows that structure rigidly are recommended to take other sections of this class taught by other faculty.

By not dropping this class and remaining passed the 3<sup>rd</sup> 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 2<sup>nd</sup> 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.

## Grading Criteria

The following grading criteria will be used to assess and evaluate your written assignments during the course.

Grading Rubric for Written Assignments in Course	Possible	
Activity Description – Student was able to follow the instructions of the paper and met the requirements. Paper length, topics, etc...	25	
Reaction Analysis – Identified and analyzed <b>key</b> topics identified in the assignment.	30	
Reflection and Discussion – Reflected and discussed intrapersonal lessons learned from the experience related to human sexuality and relationships.	30	
Scholarly Writing – Composed paper in writing style expected for graduate-level products, including appropriate grammar, accurate spelling, and APA style formatting and writing.	15	
Total	100	



## 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**):

<b>CLINICAL MENTAL HEALTH COUNSELING</b>				
	Standard Addressed	Assignments Assessing Student Knowledge/Skills	Evaluation Criteria Provided in Syllabus	Standard Met if:
Foundations				
Standard A: Knowledge				
1. Understands the history, philosophy, and trends in clinical mental health counseling.		<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Discussions</li> <li>• Journal Article</li> <li>• Exit Essay</li> </ul>		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.		<ul style="list-style-type: none"> <li>• Sexuality Interview</li> <li>• Discussions</li> <li>• Exit Essay</li> </ul>		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.		<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Sexuality Interview Report</li> <li>• Discussions</li> <li>• Exit Essay</li> </ul>		Student fulfills an 80% or greater on each assignment listed
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision		<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Exit Essay</li> <li>• Discussions</li> </ul>		Student fulfills an 80% or greater on each assignment listed
Counseling, Prevention, And Intervention				
Standard C: Knowledge				

<p>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.</p>	<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Exit Essay</li> <li>• Discussions</li> </ul>	<p>Student fulfills an 80% or greater on each assignment listed</p>
<p>7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</p>	<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Sexuality Interview Report</li> <li>• Exit Essay</li> </ul>	<p>Student fulfills an 80% or greater on each assignment listed</p>
<p>9. Understands professional issues relevant to the practice of clinical mental health counseling</p>	<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Exit Essay</li> <li>• Discussions</li> </ul>	<p>Student fulfills an 80% or greater on each assignment listed</p>
<p>Standard D: Skills and Practices</p>		
<p>1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling</p>	<ul style="list-style-type: none"> <li>• Sexuality Interview</li> <li>• Sexuality Interview Report</li> </ul>	<p>Student fulfills an 80% or greater on each assignment listed</p>
<p>2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders</p>	<ul style="list-style-type: none"> <li>• Sexuality Interview</li> <li>• Discussion</li> <li>• Exit Essay</li> </ul>	<p>Student fulfills an 80% or greater on each assignment listed</p>
<p>3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.</p>	<ul style="list-style-type: none"> <li>• Sexuality Interview</li> <li>• Final Exam</li> <li>• Exit Essay</li> <li>• Discussions</li> </ul>	<p>Student fulfills an 80% or greater on each assignment listed</p>
<p>Diversity and Advocacy</p>		
<p>Standard E: Knowledge</p>		

<p>1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services</p>	<ul style="list-style-type: none"> <li>• Sexuality Interview</li> <li>• Discussions</li> <li>• Exit Essay</li> </ul>	<p>Student fulfills an 80% or greater on each assignment listed</p>
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5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	<ul style="list-style-type: none"> <li>• Sexuality Interview</li> <li>• Discussions</li> </ul>	Student fulfills an 80% or greater on each assignment listed
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**Standard F: Skills and Practices**

1. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	<ul style="list-style-type: none"> <li>• Sexuality Interview</li> <li>• Exit Essay</li> </ul>	Student fulfills an 80% or greater on each assignment listed
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**Marriage Couples and Family Counseling**

	Standard Addressed	Assignments Assessing Student Knowledge/Skills	Evaluation Criteria Provided in Syllabus	Standard Met if:
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**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"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Discussions</li> <li>• Exit Essay</li> </ul>		Student fulfills an 80% or greater on each assignment listed
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5. Understands a variety of models and theories of marriage, couple, and family counseling		<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Sexuality interview</li> <li>• Exit Essay</li> </ul>		Student fulfills an 80% or greater on each assignment listed
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**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"> <li>• Sexuality Interview</li> <li>• Discussions</li> </ul>	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"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Exit Essay</li> </ul>	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"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Exit Essay</li> </ul>	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"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Exit Essay</li> </ul>	Student fulfills an 80% or greater on each assignment listed
<b>Standard D: Skills and Practices</b>		
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"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Discussions</li> </ul>	Student fulfills an 80% or greater on each assignment listed
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"> <li>• Sexuality Interview</li> <li>• Exit Essay</li> </ul>	Student fulfills an 80% or greater on each assignment listed
<b>Diversity and Advocacy</b>		
<b>E. Knowledge</b>		

1. Understands how living in a multicultural society affects couples and families.	<ul style="list-style-type: none"> <li>• Sexuality Interview</li> <li>• Discussions</li> <li>• Exit Essay</li> </ul>	Student fulfills an 80% or greater on each assignment listed
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"> <li>• Sexuality Interview</li> <li>• Final Exam</li> <li>• Discussions</li> </ul>	Student fulfills an 80% or greater on each assignment listed
<b>F. Skills and Practice</b>		
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"> <li>• Sexuality Interview</li> <li>• Discussions</li> <li>• Final Exam</li> </ul>	Student fulfills an 80% or greater on each assignment listed

**Assessment**

<b>G. Knowledge</b>		
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"> <li>• Final Exam</li> <li>• Sexuality Interview</li> <li>• Discussions</li> </ul>	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"> <li>• Final Exam</li> <li>• Sexuality Interview</li> </ul>	Student fulfills an 80% or greater on each assignment listed

**SCHOOL COUNSELING**

Standard Addressed	Assignments Assessing Student Knowledge/Skills	Evaluation Criteria Provided in Syllabus	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"> <li>Sexuality Interview</li> <li>Final Exam</li> <li>Discussions</li> </ul>	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"> <li>Sexual Interview</li> <li>Final Exam</li> <li>Discussions</li> </ul>	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"> <li>Final Exam</li> <li>Discussions</li> <li>Sexuality Interview</li> </ul>	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"> <li>Sexuality Interview Report</li> <li>Exit Essay</li> <li>Discussions</li> </ul>	Student fulfills an 80% or greater on each assignment listed
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"> <li>Sexuality Interview</li> <li>Exit Essay</li> </ul>	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"> <li>Sexuality Interview</li> <li>Discussions</li> <li>Exit Essay</li> </ul>	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"> <li>Final Exam</li> <li>Sexuality Interview</li> <li>Exit Essay</li> </ul>	Student fulfills an 80% or greater on each assignment listed