



SYLLABUS

COUN 5500

Human Sexuality

3 Credit Hours

Department of Counseling
Division of Counseling & Human Services

Instructor Name: Dr. S. Dean Aslinia
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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: Every other Monday (first week online)

Course Catalog Description: Counseling students develop in-depth understanding of human sexuality as well assessment and treatment of sexual issues.

Prerequisites: COUN 5680 and COUN 5710

Co-requisites:

<p>Required Text:</p>	<p>Buehler, S. (2014). <i>What every mental health professional needs to know about sex</i>. New York, NY: Springer Publishing Company. ISBN 9780826171214</p> <p>Long, L., Burnett, J., & Thomas, V. (2006). <i>Sexuality counseling: An integrative approach</i>. Upper Saddle River: Pearson.</p>
<p>Recommended Text and References:</p>	<p>AASECT Code of Ethics available at http://www.aasect.org/code-ethics</p> <p>Kinsey Report http://www.kinseyinstitute.org/research/ak-data.html</p> <p>Carnes, P. (2001). <i>Out of the Shadows: Understanding Sexual Addiction</i>: (3rd edition). Hazelden.</p>

	<p>Haffner, D. W. (2008). <i>From Diapers to Dating</i>. (4th edition). Newmarket Press. New York: New York.</p> <p>Haffner, D. W. (2008). <i>Beyond the Big Talk</i>. (3rd edition). Newmarket Press. New York: New York.</p> <p>Kaufman, M., Silverberg, C., & Odette F., (2007). <i>The Ultimate Guide to Sex and Disability</i>. Cleis Press.</p> <p><i>Standards of Care: The World Professional Association for Transgender Health</i> (2012). WPATH. Version 7 available at http://www.wpath.org/site_page.cfm?pk_association_webpage_menu=1351&pk_association_webpage=3926</p>
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhg.follett.com</p>

Course Goals or Overview:

	<p>This course is intended for counseling students to develop in-depth understanding of human sexuality as well assessment and treatment of sexual issues. The course is designed to develop:</p> <ul style="list-style-type: none"> a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students' skills in assessment and intervention skills with sexuality issues and d) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. <p>Course participants will become more effective in identifying, assessing and intervening with human sexuality related counseling issues.</p>
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Learning Objectives/Outcomes: At the end of this course, the student will:

Student Learning Outcome (SLO)	Evaluation/Outcome
1 Discuss the history and significant research in human sexuality	Discussion Board and Quiz
2 Identify and describe the dynamics associated with healthy sexual functioning. Identify male and female sexual functioning, anatomy, physiology, and research on the sexual response cycle.	Discussion Board and Quiz
3 Identify components of healthy sexual development and ways that parents can foster healthy sexual attitudes and behavior in children and adolescents	Discussion Board and Quiz

4	Demonstrate self-awareness of one's own sexual development and sexuality, including the impact on self and intimate relationships.	Self-Assessment Paper
5	Demonstrate self-regulation of anxiety and embarrassment as well as unconditional positive regard and acceptance of other's sexuality, sexual development, sexual expression, and sexual trauma.	Video Demo and Analysis
6	Identify theories and assessments applied to sexuality counseling.	Discussion Board and Quiz
7	Discuss and explore gender differences specific to sexual functioning and the impact of gender role expectations on sexual.	Discussion Board and Quiz
8	Demonstrate clinical interviewing, assessment, diagnosis, treatment planning, and counseling skills related to sexuality issues, sexual dysfunction, and sexual problems.	Video Demo and Analysis
9	Identify the sexually transmitted infections and the associated risk factors	Discussion Board and Quiz
10	Explore the sexual orientation continuum and issues affecting gay, lesbian, bisexual, and transgendered (LGBT) individuals and couples.	Discussion Board and Quiz
11	Discuss and discern assessment, DSM V diagnosis and treatment of male sexual concerns, female sexual concerns, and heterosexual and LGBT couple concerns.	Discussion Board and Quiz
12	Discuss and discern assessment, DSM V diagnosis and treatment of concerns related to aging, atypical sexual behaviors (paraphilias, addiction, polyamory, bdsm, hyper-sexuality, sexual dysfunction), and survivors of sexual trauma.	Discussion Board and Quiz
13	Discuss factors that may influence sexuality during pregnancy and pregnancy termination, contraception, family planning, and fertility. Describe the physiological, social, and emotional issues for individuals and couples in dealing with infertility and infidelity.	Discussion Board and Quiz

SLO	COAMFTE STANDARDS
7, 10	<ul style="list-style-type: none"> •Key Element II-A: Multiculturally-informed Education Approach •Key Element II-B: Multiculturally-informed Education Approach •Key Element II-C: Multiculturally-informed Education Approach
3, 6, 8, 11, 12, 13	•FCA 2: Clinical Treatment with Individuals, Couples, & Families
7, 10	•FCA 3: Diverse, Multicultural and/or Underserved Communities
1, 2, 3, 4	•FCA 6: Biopsychosocial Health and Development Across the Life Span
11, 12	•FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis Treatment
1-13	FCA 8: Contemporary Issues

SLO	CACREP STANDARDS: Marriage, Couple, and Family Counseling
11, 12, 13	A7: Understand effects of trauma, crisis
8, 11, 12	B2: Select techniques appropriate to couples'/families' presenting problems
1, 2, 3	C1: Knowledge of family life-cycle, healthy functioning
12, 13	C2: Recognizes specific problems couples/families
1-13	C3: Understands human sexuality and impact on family and couple
8, 11, 12	F1: demonstrates ability to provide effective services (demonstrate by taping)
6	G1: knows models of assessment with couples and families
6	G2 Understands family and couple assessment tools

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Blackboard Announcements and Email.

Timeline Week #	TOPICS	Related SLO	Readings/ Activities/Assignments
1	Introduction to Human Sexuality, History & Research in Sexuality	1, 2	<ul style="list-style-type: none"> •Buehler Chapter 1 & 2 •Discussion Board and Quiz •http://aasect.org/ - review before class. You can use this site to find resources for different subjects that we will discuss in class. •http://dbhnow.com/wp-content/uploads/2011/03/Comfort-and-Willingness-Scale.pdf – print this survey and complete it. •Students will sign up for the topic for the Sexuality Counseling/Therapy Project •Attitudes regarding sexual practices: http://www.e-tarocchi.com/sa/sa.php •Sex needs a new metaphor that is non-competitive – like pizza: http://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one
2	Fundamentals of Sexual Health, Anatomy, language, Assessment, Reproduction	1, 2	<ul style="list-style-type: none"> •Buehler, Chapters 3-4, 14 •http://www.sex-lexis.com – take some time browsing the website, write down 10 (or more) concepts that you were not familiar with before. •Be prepared to talk about the sexual anatomy and reproduction. How would you discuss it with your clients •Take some time to explore the main sexuality organizations website – AASECT, SSSS, SSTAR (links provided below) •Sexual equality: http://www.upworthy.com/what-if-every-guy-were-open-to-having-sex-like-this-guy-wed-have-some-very-satisfied-ladies?c=ufb1 •Does the G Spot exist? http://www.huffingtonpost.com/2014/10/09/g-spot-vaginal-orgasm-myth_n_5947930.html?ncid=fbklnkushpimg00000063 •10 things you didn't know about orgasm: http://www.ted.com/talks/mary_roach_10_things_you_didn_t_know_about_orgasm?utm_content=awesm-publisher&utm_campaign=&utm_medium=on.ted.com-facebook-share&awesm=on.ted.com_a0Ugx&utm_source=facebook.com&language=en
3	Theories Applied to Sexuality Counseling	6, 11	<ul style="list-style-type: none"> •Long Chapter 1 & 2 •Buehler chapter 8

	and Counseling for Couples		<ul style="list-style-type: none"> •Discussion Board and Quiz •Nine common sexual problems for couples: http://www.huffingtonpost.com/2014/11/03/common-sex-problems-experts_n_5978560.html?ncid=fbklnkushpmsg00000063
4	Assessment in Sexuality Counseling	11, 12	<ul style="list-style-type: none"> •Long Chapter 3 •Buehler Chapter 5 •Discussion Board and Quiz
5	Goal setting, treatment planning, and interventions in sexuality counseling	9, 10	<ul style="list-style-type: none"> •Long Chapter 4 •Discussion Board and Quiz
6	Maintaining and Validating New Perceptions and Behaviors in Sexuality Counseling, Ethics of Sex Therapy	2, 3, 4, 5	<ul style="list-style-type: none"> •Long Chapter 5 •Buehler Chapter 19, 20 •Discussion Board and Quiz
7	Parenting: appropriate sex education for children and adolescents	3	<ul style="list-style-type: none"> •Buehler Chapter 9 •http://www.prenhall.com/divisions/hss/app/miracle/ch14/ch14.html# - Take the survey and know your score. •If driver's ed was taught like sex ed: http://www.youtube.com/watch?v=1SMVGo0o2DM •Sex ed by state: http://www.upworthy.com/get-ready-to-be-horrified-at-what-schools-are-telling-kids-about-sex?c=ufb3 You will not have to share it with class. •Talking to kids about sex: http://media.oprah.com/lberman/talking-to-kids-about-sex-handbook.pdf •Is sexting normal behavior for teens? http://psychcentral.com/news/2014/10/07/is-sexting-normal/75876.html •For fun: What if Hogwarts had a mandatory sex ed class: http://io9.com/what-if-hogwarts-had-a-mandatory-sex-ed-class-1646753786?utm_source=nar.al&utm_medium=urllshortener&utm_campaign=FB
8	Female Sexuality: Diagnosis & Treatment	7, 8	<ul style="list-style-type: none"> •Long Chapter 6 •Buehler Chapter 6, 13 •Discussion Board and Quiz •Look over DSM-V – review sexuality dysfunction classification •Self-Assessment paper due
9	Male Sexuality: Diagnosis & Treatment	7, 8	<ul style="list-style-type: none"> •Long Chapter 7 •Buehler Chapter 7 •Discussion Board and Quiz

		11, 12	<ul style="list-style-type: none"> •Look over DSM-V – review sexuality dysfunction classification •Sex for males: why they sometimes don't want sex: http://www.psychologytoday.com/blog/married-and-still-doing-it/201403/the-4-hidden-reasons-some-men-dont-want-sex?utm_source=FacebookPost&utm_medium=FBPost&utm_campaign=FBPost •Assessment Role Play and Video Tape Due
10	Sexually Transmitted Infections/Diseases	9	<ul style="list-style-type: none"> •Long Chapter 8 •Discussion Board and Quiz
11	Counseling Sexual Minority Couples (LGB); Transgender Individuals & Couples	10	<ul style="list-style-type: none"> •Long Chapter 9 •Buehler Chapter 10 •http://www.wpath.org/site_page.cfm?pk_association_webpage_menu=1351&pk_association_webpage=3926 •Discussion Board and Quiz •http://www.newrepublic.com/article/119627/what-its-transgender-person-transition
12	Aging and Health Related Issues in Sexuality	12	<ul style="list-style-type: none"> •Long Chapter 10 •Buehler Chapter 16 •Discussion Board and Quiz
13	Sexuality Counseling and Sexual Variations/Atypical Sexual Behavior	12	<ul style="list-style-type: none"> •Long Chapter 11 •Buehler Chapter 11, 17, & 18 •Discussion Board and Quiz •Pedophilia is a disorder article: http://www.nytimes.com/2014/10/06/opinion/pedophilia-a-disorder-not-a-crime.html?src=twr&r=0
14	Counseling Couples and individuals regarding Pregnancy, Contraception, and infertility issues, and infidelity	13	<ul style="list-style-type: none"> •Long Chapter 14 •Discussion Board and Quiz •Birth control equality video: http://www.huffingtonpost.com/2014/10/06/buying-condoms-birth-control-buzzfeed_n_5938896.html?ncid=fcbklnkushpimg00000063 Interesting facts about condoms: •http://www.upworthy.com/6-facts-about-condoms-that-explain-these-hilariously-bad-stock-photos?c=ufb1 •Special Topics Power Point Presentation Due
15	Counseling Survivors of Sexual Trauma including Rape or Incest and their partners	12	<ul style="list-style-type: none"> •Long Chapter 12, 13 •Buehler Chapter 12 •Discussion Board and Quiz •Sexual abuse victims speak out: **http://aplus.com/a/sexual-abuse-violence-survivors-fight-back-project-unbreakable •rape culture: http://www.upworthy.com/this-17-year-old-explains-why-rape-is-never-a-mistake-whats-scary-is-who-hes-talking-to?c=ufb1

			<u>Assignment:</u> ** http://www.washingtonpost.com/blogs/she-the-people/wp/2014/11/13/27365/ Read above story and write a reflection paper on: (a) your personal response to her story, (b) client's steps toward healing, (c) cognitive distortions and balanced thoughts along the process, and (d) key components/concepts of narrative therapy.
16	Review/Wrap-Up	11, 12	•Counseling Role Play and Video Tape Due

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Attendance, participation, and professionalism are professional responsibilities.
2. Discussion Boards regarding textbook chapters and SLO's will be posted on Blackboard each week. Students are to answer the questions and respond to two other classmates.
3. Quizzes for each textbook chapter will be open book and administered online unless otherwise noted.
4. Special topics PowerPoint presentation will cover definition and description, etiology, impact, evidenced based interventions, treatment plan, bibliography, and resource list. Special topics related to sexual concerns discussed in the textbook will be collaboratively assigned the first night of class.
5. Sexuality Self-Assessment: Students will write a four page confidential paper on their own
 - (a) significant perceptions, attitudes and assumptions regarding gender roles and sexuality issues,
 - (b) influences on their own sexual development, and
 - (c) evidence-based strategies to enhance their own sexuality.
6. Sexuality Counseling Assessment Demonstration: Students will video tape a role play of counseling someone with a sexual concern and will complete an analysis based on a form and rubric that will be posted on Blackboard.
7. Sexuality Counseling Intervention Demonstration: Students will video tape a role play of counseling someone with a sexual concern and will complete an analysis based on a form and rubric that will be posted on Blackboard

Grading Matrix:

Instrument	Measures SLO	Value (points or percentages)	Total
Discussion Board	1-13	13 x 10 points	130
Quizzes	1-13	13 x 10 points	130
Special Topics Presentation	1-13	120	120
Sexuality Self-Assessment Paper	3	50 points	50
Sexuality Counseling Assessment Demonstration	9, 10	50 points	100
Sexuality Counseling Intervention Demonstration	9, 10	75 points	75
Attendance/Participation	1-13	75 points	75
		Total	680

Grade Determination:

A = 680 – 612 pts; i.e. 90% or better

B = 611 – 544 pts; i.e. 80 – 89 %

C = 543 – 476 pts; i.e. 70 – 79 %

D = 475 – 408 pts; i.e. 60 – 69 %

F = 407 pts or below; i.e. less than 60%

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 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.

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.

Assignment Policy:

Each assignment will be provided with its own specific set of instructions; students will be expected to follow set instructions.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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 at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf

In addition, all academic work turned in for this class, including exams, papers, and written assignments as follows:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

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.

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 and for what reason. 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:

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. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

**Counseling 5500 Sexuality in Family and Couples 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: _____