Course: CPY 601: Human Sexuality: Therapy, Counseling Theory, and Techniques

Course Schedule: Spring Semester 2015
- Tuesdays 6:45 – 9:15 pm

Instructor: Samuel Sanabria, Ph.D., LMHC, NCC
Office: CSS 238
Phone: (407) 646-2352
E-mail: ssanabria@rollins.edu
Office Hours: Tuesday 1 – 3:30
Thursday 1 – 3:30
By Walk-in or Appointment

Course Description:
A lifespan developmental approach is applied to the study of human sexuality. Medical and psycho-social aspects of sexual function are addressed. Course topics include physical, psychological, and social development; gender, sex-role orientation and preference; sex therapy theories and techniques; current sexual life-styles; sexual dysfunction; relationship issues; AIDS and other sexually transmitted diseases; sexual deviance, rape, and incest; and family dysfunction. Prerequisite: CPY 530 or permission.

Course Structure:
The instructional format of the human sexuality course utilizes a combination of short-lectures, discussion, role-plays, experiential activities, guest speakers and panels, and round table student presentations. It is taught in a seminar format. Be sure to complete the assigned reading before each class. Videotapes will further supplement class presentations. Due to the shortened summer semester, students will be required to complete additional work outside of scheduled class meetings. Class discussions are an important part of CPY 601. You are encouraged to engage in class dialogue by sharing your own experiences and perspectives. Your class participation will affect your grade.

Course Goals/Objectives:
At the conclusion of this course, each student will be able to:
1. Understand and apply the theoretical and pragmatic components of human sexuality within a lifespan developmental context.
2. Examine their own attitudes, beliefs, and understandings about human sexual behavior, including topics on a variety of sexual practices and sexual orientation, and reflect on the impact personal beliefs have on counseling efforts.
3. Understand the dynamics and sexual issues of interpersonal relationships and the recursive nature of psycho-social-cultural issues related to sexuality and sexual orientation.
4. Identify sexual problems as published in the DSM-IV-TR with a critique of the social political context of the medical model.
5. Articulate and apply a five-step integrative model for conceptualizing and treating a range of sexual problems from a trans-theoretical perspective.

6. Conduct history-taking procedures for sexuality counseling.

7. Address counseling issues related to sexually transmitted diseases, including HIV and AIDS, with their clients.

8. Determine responsible scope of practice and when to properly refer clients to appropriate professionals for clinical treatment.

9. Articulate and address the legal and ethical issues of sexuality counseling.

**Required Texts:**


**Additional Resources:**

American Association of Sex Educators, Counselors, and Therapists (AASECT), PO Box 1960, Ashland, VA 23005-1960, 804-644-3288, www.aasect.org. This organization assists in locating resources for sex therapy in your area and a code of ethics regarding sexuality counseling.

American Counseling Association:
   - Podcast HT012 – Cybersex Addiction
   - Podcast HT006 – Counseling Queer* (LGBT) Youth
   - Both available at: http://www.counseling.org/Counselors/TP/PodcastsHome/CT2.aspx
   - Ethical issues related to conversion or reparative therapy (2006)
   - http://www.counseling.org/PressRoom/NewsReleases.aspx?AGuid=b68aba97-2f08-40c2-a400-0630765f72f4


American Social Health Association (ASHA), PO Box 13827, Research Triangle Park, NC 27709, 919-361-8400, www.ashastd.org. ASHA is a nonprofit organization dedicated to STD prevention. ASHA’s special site for teens is www.iwannaknow.org.


Florida Statues and Florida Administrative Codes related to mental health practice and scope of practice regarding sex therapy: http://www.doh.state.fl.us/mqa/491/info_Laws.pdf


Planned Parenthood, 434 West 33rd Street, New York, NY 10001, 212-5417800, www.plannedparenthood.org. This site covers resources including abortion, birth control, pregnancy, and parenting. It includes current news and articles on reproductive rights, FAQs, and an extensive database on these issues.


The Sexual Health Network, 3 Mayflower Lane, Shelton, CT 06484, 203-9244623, www.sexualhealth.com. This group provides information, educational materials, and referrals to sexual health professionals, and knowledge about disabilities and chronic diseases.


**Required Assignments and Learning Experiences:** (Possible Points)

1. **Reaction/Reflection Journal (10)** – Every student is expected to complete four (4) reaction/reflection journal about their experiences, thoughts, feelings, and beliefs related to assigned reading and class discussions on human sexuality.

2. **Movie Reactions (10)** – Every student will view assigned movies and will participate in a video discussion with colleagues.

3. **Sex History and Sexual Genogram (25)** – Every student will interview a couple, construct a sexual genogram and write an accompanying sexual history on the “client” couple.

4. **Poster Presentation (20)** – Team presentations. Poster sessions on sex, sexuality and gender expression.

5. **Mid-Term Case Studies (15)** – Treatment teams will be given a case study involving a client with a specific sexual problem. As a team you will provide a diagnosis, and treatment plan (objectives, and interventions) using the integrative model approach.

6. **Final Case Study Assignment:** (20) – Every student will view the film Short Bus (2006) and pick one of the main characters in the film to conduct a thorough case analysis with a treatment plan. You are to work on teams of 2 or 3.

**CRITICAL CONSIDERATIONS FOR CLASS/GROUP PARTICIPATION.**

How does your presence and participation contribute to safety within the group, the empowerment of yourself and others, mutuality, and power-sharing? How many times do you speak and for how long? How well do you invite others to share their perspectives? Do others in the group know you well enough to feel safe in your presence? Are you integrating multicultural and social justice perspectives, demonstrating respect for differences, and validating the experiences of others without diminishing your own presence, participation, and unique perspectives? Are you assuming responsibility as a co-facilitator as well as a participant and learner? Are you clear about your own and others’ boundaries related to disclosure, and do you respect the limits established by others in
the group? (Many of these considerations also apply in your work with clients.)

Policies and Procedures:
Please read this “fine print.” You are responsible for all the information contained herein.

Self Disclosure – Although it is likely that you will be asked to disclose thoughts and feelings that are personal in nature in class, please remember that you are in charge of what you choose to disclose in front of classmates. You do not have to reveal any information that you choose not to reveal. I consider confidential any information that you disclose within your journals and papers or privately in conversations with me. Many students completing this class are emotionally impacted by the experience. Please feel free to consult with me along the way if you need further clarification or to process your experiences.

Confidentiality – In order to provide safety for all individuals in the class and to protect the confidentiality of practice clients, guest speakers, and guest panel members, students will refrain from discussing all information shared outside of class. Attending this class signifies a contract to respect one another's vulnerabilities and to avoid discussing specific classmates’ disclosures outside class (particularly with people not in the class) unless you are talking directly with that person.

Respect for Individual Differences – The Department of Graduate Studies in Counseling endorses a learning climate, which represents diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own. This is particularly important in considering the content of this class.

Instructor Availability – If, at anytime, you wish to discuss any issue related to the class with me, particularly those related to your performance in this class please do not hesitate to contact me. I am very willing to arrange an appointment time with you outside my posted office hours. Please do not wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class.

Attendance Policy – Success in this course requires being present academically, physically, personally, and interpersonally. It is expected that master’s level students prepare for, attend, be on time to, and participate in all class meetings. Attendance is required of all students and will be monitored. The instructor will not make judgments or decisions regarding “allowing” student absences or what is an acceptable to qualify as an excused absence. If a student does not attend class, he/she cannot earn the participation points for that class meeting or for activities that occur during the missed class. Final grades will be lowered one-half of a letter grade for each absence after the first, regardless of the reason. Absence from more than two classes in a course will result in a failing grade.

Notification of anticipated absences is expected (phone call or e-mail) out of courtesy to the instructor and other classmates. In the event of an emergency or illness, students are responsible for notifying the instructor at the earliest opportunity via phone message or email. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. Make-up tests will not be given. If you have a conflict with an exam date, speak with the instructor at least seven days prior to the test.

Any assignments turned in later than the established due-dates are subject to a 5% point reduction for every day beyond the stated date due.

Class will start on time and time agreements for class breaks are expected to be honored. Tardiness on the part of one person disrupts the flow of learning for fellow students. Please be prepared to begin and/or resume class as agreed.

Professional Classroom Courtesy – Graduate students are expected to observe a level of professional courtesy in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

Hand-Held Technology: Students are required to turn off cell phones, pagers, and other wireless devices while in the classroom. If an emergency situation exists which requires you to be contacted immediately, you are expected to discuss the situation with the professor prior to the beginning of class presentation. Texting in class will not be tolerated.
Laptop Computers: Students are permitted to use laptops in class for note taking purposes only. Other uses of laptops are distracting to your colleagues and are not permitted. Students found using laptops for other purposes, such as e-mailing, will not be permitted to use laptop computers in class.

Talking to fellow students: Students are expected to refrain from talking while attention is expected for lecture instruction or student presentations.

Students who do not act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance Policy section.

E-Mail Communication: Students are required to check their Rollins email account frequently as it is the official email address used by Rollins College and all Rollins communication will be via this email address. Failure to check your Rollins email box is not an acceptable excuse for missed assignments or notices. Students are also requested to communicate with faculty and staff using their Rollins email account to avoid losing important communications to SPAM filters. If you have problems, contact the IT Help Desk at 407-628-6363.

Electronic submission of assignments: Students are required to submit all assignments via email attachment to the professor prior to attending class on the assigned due date unless instructed otherwise. Please follow syllabus instructions for titling documents and emails. Generally, the subject line in the email message and the name of the attached document should read: 601-assigned topic title- last name

For example: 601-History-Sanabria

Method of Evaluation and Grading: Final grades will be based on a point accumulation basis. Students earn points via exams, class presentations and projects, class participation, and other assignments. Points will be converted into a percentage score. Grades will be assigned as follows:

- A = 94-100% of total points
- A- = 90-93% of total points
- B+ = 87-89% of total points
- B = 84-86% of total points
- B- = 80-83% of total points
- C+ = 77-79% of total points
- C = 74-76% of total points
- C- = 70-73% of total points

Incomplete Policy: Please refer to the Graduate Studies Catalogue for additional details. Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating an arrangement with the professor prior to the end of the term in order to receive an “incomplete.” A contract for completion must be submitted in writing specifying deadline dates. If the incomplete is not resolved by the end of the following term, the grade will convert to “F.” The contract can be located on the counseling program website (see “Forms and Publications” link).

Academic Honesty and Professional Conduct: Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others. The Honor Pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to every paper, assignment and exam the handwritten signed statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.

Material submitted electronically must also contain the pledge implying compliance with the code.

Students with Disabilities: Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in
your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 37289. Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu
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<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic Area</th>
<th>Reading/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/20</td>
<td><strong>Introduction</strong></td>
<td>Binik (2014). <em>Introduction</em></td>
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<td>• Course Overview</td>
<td>Seidman (2011) CH. 1, 2 &amp; 3</td>
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<td>• Definitions of sexuality &amp; sexuality counseling</td>
<td>Florida Statutes and Florida Administrative Codes related to mental health practice and scope of practice regarding sex therapy: <a href="http://www.doh.state.fl.us/mqa/491/info_Laws.pdf">http://www.doh.state.fl.us/mqa/491/info_Laws.pdf</a></td>
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<td>• Ethical and legal issues in sexuality counseling</td>
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<td>• Sex Therapy and the Florida Law, AASECT Standards</td>
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<td>2</td>
<td>1/27</td>
<td><strong>Theories applied to Sexuality Counseling</strong></td>
<td>Seidman (2011) CH. 4-9</td>
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<td>• Introduction to the Integrative model</td>
<td>DUE: Journal entry # 1</td>
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<td>3</td>
<td>2/3</td>
<td><strong>Assessment in Sexuality Counseling</strong></td>
<td>Seidman (2010) CH. 10, 14, 15, 17</td>
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<td>• Preparing for sexual counseling</td>
<td>Long, Burnett and Thomas (2006) on BB.</td>
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<td>• Sexual Genogram</td>
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<td>• Taking a Sex History</td>
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<td>4</td>
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<td><strong>Sexual Problems</strong></td>
<td>Binik (2014) CH. 1, 2, 4, 5, 7</td>
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<td>• DSM Diagnoses</td>
<td>DUE: Journal entry # 2</td>
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<td>• Working with problems of female sexuality</td>
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<td>• Working with problems of male sexuality</td>
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<td>• Diagnosis &amp; Treatment</td>
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<td>5</td>
<td>2/17</td>
<td><strong>Gender Identity</strong></td>
<td>Binik (2014) CH. 11</td>
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<td>• Gender Dysphoria</td>
<td>Seidman (2011) CH 19-27, 34</td>
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<td>• Transgender</td>
<td>DUE: Movie reaction: Becoming Chaz (2010)</td>
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<td><strong>Guest Speaker: Worthie Meachum</strong></td>
<td>DUE: Journal entry # 3</td>
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<td>6</td>
<td>2/24</td>
<td><strong>Counseling clients with sexual concerns: Part 1</strong></td>
<td>Long, Burnett and Thomas (2006) on BB.</td>
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<td>• Stages of the Integrative Model</td>
<td>Binik (2014) CH 15, 16, 18</td>
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<td>• Goal Setting &amp; Treatment Planning</td>
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<td>• Interventions</td>
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<td><strong>SPRING BREAK</strong></td>
<td>Enjoy the time off!</td>
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<td>7</td>
<td>3/10</td>
<td><strong>Sex Therapy.</strong></td>
<td>Seidman (2011) CH 28-33</td>
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<td>• Guest Speaker Phil Toal?</td>
<td>Due: Team Case Study 1</td>
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<td>8</td>
<td>3/17</td>
<td><strong>Counseling Sexual Minorities</strong></td>
<td>Binik (2014) CH 14</td>
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<td>• Sexual Identity Development</td>
<td>Seidman (2011) CH. 35-42</td>
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<td>• Sexual Orientation</td>
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<td>9</td>
<td>Counseling Survivors of Abuse &amp; their Partners – Assessment &amp; Treatment</td>
<td>Binik (2014) CH. 10, 17</td>
<td>Team Case Study 2</td>
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<td>• Working with perpetrators – Counselor bias</td>
<td>Partner Notification Protocol</td>
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<td></td>
<td>• Development</td>
<td>Seidman (2011) CH. 51-53, 55, 57, 59, 61-63</td>
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<td>• Treatment</td>
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<td>• Coercive vs noncoercive paraphilias</td>
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<td>Guest Speaker: Master Cecil</td>
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<td>11</td>
<td>Sexuality, Aging, Chronic Illness and Disabilities</td>
<td>Binik (2014) CH 19, 20, 21, 24</td>
<td>Sexual History and Sexual Genogram</td>
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<td>Assessment and treatment</td>
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<td>12</td>
<td>Sexually Transmitted Diseases</td>
<td>Binik (2014) CH 22</td>
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<td>Seidman (2011) CH. 66, 68, 72</td>
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<td>13</td>
<td>Counseling Sex Workers</td>
<td>Seidman (2011) CH 45, 46, 47, 50, 73, 74</td>
<td>Case Study on Short Bus Character</td>
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<td>Special Guest Speaker</td>
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<td>14</td>
<td>Team Poster Presentations Human Sexuality Symposium</td>
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<td>Final journal entry # 4</td>
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The emphasis of all the assignments in this course should be based on personal reflection of:
- your reactions (thoughts, feelings, behaviors) to the activity or assignment;
- your increased knowledge about human sexuality;
- how the information/experience will help you more effectively work in a counseling setting.
Course Learning Experiences

Reaction/Reflection Journal

Self-awareness about personal biases, phobias, fears, prejudices, reactions, etc. is an important part of professional development. The purpose of this assignment is to assist you in exploring your own beliefs and values about human sexuality and reflect on how they might impact your counseling efforts. In so doing, you will be better able to responsibly and effectively assist counseling clients with issues related to sexuality.

Every student is required to complete a personal journal about his or her experiences, thoughts, feelings and beliefs related to human sexuality.

The ability to observe and reflect upon personal awareness and reactions is more important than explicit details of sexual experiences. You are expected to be candid and self-revealing in your writing.

If you find this exercise creates undue personal distress, please speak to the instructor about your apprehensions. You may also decide to seek personal counseling to explore concerning aspects of this experience. You may wish to consider making an appointment with your 10 session counselor. Remember that we cannot appropriately assist clients with their problems when our own issues are left unattended to.
Videotape/Movie Viewing

The purpose of this assignment is to obtain knowledge about sexuality in different realms of human functioning. It is also important that you become comfortable with sexual material of an informational nature so you can discuss this topic with clients.

Every student will view the following movies and participate in a video discussion as described below.

Movies to be Viewed:
2) Becoming Chaz (2010)
3) Frisky Business (Various Episodes)
4) Asexual (2011)

Videotaped Discussion Group

Form a group of 3 to 4 people. View the assigned movie and schedule a time to meet for approximately 1 hours immediately afterward to tape your discussion.

Videotape the meeting and turn in the video in lieu of a reaction paper.

Be sure to run a test to make sure your equipment is working properly and taping all participants.

Make sure I can see and hear everyone’s contributions or the video will not be accepted.

Your group will NOT receive credit if the equipment wasn’t working or if the tape runs out.

If needed, you may check out a video camera from the Olin Library (make arrangements in advance directly with the Library) and hold the discussion in one of the reserved discussion rooms.

You may also use one of the Cornell Counseling Clinic’s counseling rooms on Friday, Saturday or Sunday by obtaining a key from Campus safety.

Use the following guidelines for the discussion:
1) Discuss the movie separately.
2) Stay focused on the content of the movie and address the 3 points outlined below. Your goal is to exchange your thoughts, feelings and reactions with your colleagues while demonstrating your understanding of the concepts and ideas presented in the video being discussed.
3) Make sure that each person contributes substantially to the discussion, rather than only making statements like “I agree, I disagree…). Each member of the group should discuss new or related ideas in relation to what others have already said.

Grading Standards for Videotaped Discussion Group

Active participated in the discussion.
Contributed substantially to the discussion of each video.
Demonstrated understanding of the ideas from each video by discussing:
1) What you learned.
2) Your personal/phenomenological reaction to the information on the video.
3) How you anticipate incorporating the knowledge or information on the video into your professional practice in counseling clients.

Key: 0 = not observed; 1=below expectations; 2=meets expectations; 3=exceeds expectations
Client Interview: Sex History and Sexual Genogram

The purpose of this assignment is to become familiar with the process of interviewing a future client about their sexuality and other sex-related information, including the questions to ask and the experience of constructing a specifically-focused genogram.

PREPARE:

- **Locate a volunteer** individual (or couple) who is willing to be interviewed about sexual information. The volunteer should be a non family member and a non friend. It will much easier to interview someone with whom you do not have a prior affiliation and don’t anticipate crossing paths in the future.
- **Schedule** a 2-3 hour block of time and arrange a location to meet where you will not be overheard or interrupted. Turn your cell phone off.
- Make a copy of the **Informed Consent** form to have ready for signature.
- Bring paper and pencils adequate to construct a genogram, and take notes.
- **Construct a plan:** Read in Long, Burnett and Thomas (2006). On BB
  - Think about how you are going to create a working alliance with your volunteer client. This is the most important thing to make it comfortable for your volunteer client to respond to personal questions. Utilize your basic skills to create a safe and comfortable working environment for your interview
  - Formulate your interview strategy and organize the specific questions you are going to ask for the sex history and sexual genogram

CONDUCT THE INTERVIEW

- Establish a working relationship by joining with the volunteer client(s).
- Describe the process of the interview and the importance of maintaining a professional stance so that you can gain experience interviewing future clients on sexual topics.
- Assure volunteer that they can “invent” responses and/or represent a fictitious person if preferred. They just need to maintain realistic responses and stay in role as a client.
- Explain Informed consent/confidentiality and obtain a release
- Obtain Sex History
- Construct Sexual Genogram

Sex History:

The following content areas are appropriate for initial history taking with all individuals/couples: *(Note: This is not an outline to be followed during the interview. This outline is for organizing the material obtained after the interview for inclusion in your assessment). You may refer to page 57 in your text for elaboration in each area.*

General Information:
- Basic demographic information (please limit identifying information, do not obtain last names, addresses, phone numbers, etc. First names can be “invented” if desired.
- Current sexual functioning and satisfaction
- Partner function and satisfaction
- Brief relational history/marital history
- Effects of contraception, pregnancy, illness, medication, and aging on sexual response
- Current sexual concerns and difficulties
Detailed history:
- History of presenting problem
- Early sexual development
- Goals and expectations with regard to the presenting problem

Relational information:
- History of the problem in relationships.
- Examples of how the problem has appeared in or impacted relationships
- Description of each partner’s view of the problem (if possible)
- See step 3 on page 62 of text for additional information to gather regarding the influence of the problem on relationships.

Sexual Genogram:
Construct a sexual genogram following the guidelines on pp. 52-56 Long, Burnett, & Thomas, 2006 (on BB). Your role as the counselor is to:
- Facilitate exploration (What happened? What was the impact upon you and others in the system at that time? How does that impact you today?)
- Help the client fill in the gaps
- Help the client recognize positive images/messages
- Pay attention to verbal and nonverbal cues

The following questions may be used in the interview with your client during or after the process of constructing the sexual genogram. Add your own questions to obtain information outlined in the section “Write the Report” below and follow the natural flow of the conversation as you address the interview.

1. What overt/covert messages regarding sexuality/intimacy did you notice in your family/across generations? “” Regarding masculinity? “” Regarding femininity?
2. Who in your family did not discuss areas of sexuality/intimacy?
3. Who was the most open about sexuality? Intimacy? In what ways?
5. What information about sexuality was offered to you growing up?
6. Were there family secrets regarding sexuality/intimacy? (e.g., incest, unwanted pregnancies, extramarital affairs, sexual orientation)?
7. Where did you first learn about sexuality in your family?
8. What would you like to change in your present family about messages and experiences of sexuality/intimacy?
9. In constructing this genogram, what did you learn about your family and the messages you received growing up about sexuality and sexual behavior?
10. Is there anything else you might want to add to this interview?

WRITE THE SEXUAL HISTORY CLIENT REPORT (6-8 pages)

Do not include ANY information for the client(s) that could reveal their identity to the professor. Please substitute fictitious information where necessary to ensure this standard. Thank you.

Refer to page 57 of Long, Burnett, and Thomas (2006). Avoid the use of jargon and write in language that is professional and clear to the reader.

1) “Identifying” Information
2) Current Sexual Functioning and Satisfaction
3) Current Sexual Concerns and Difficulties
4) History of Presenting Problem
5) Brief Relational History
6) Partner Functioning and Satisfaction
7) Early Sexual Development History
8) Effects of Life Factors on Sexual Response:
9) Goals and Expectations Regarding Presenting Problem
10) Notable Content in Genogram
11) Genogram (attached to report)

Answer the following reflection questions about the process of this assignment from your personal perspective (2-3 pages):

1. What was the experience of constructing a sexual genogram with a “client” like for you?
2. Have you gained any insights about how one’s family of origin influences sexuality and sexual behavior in general?
3. How might you use a sexual genogram to help clients identify and resolve sexual concerns?

Grading for Sexual Genogram
- Accurate construction of genogram
- Evidence of recorded information obtained from client (Indicate answers to questions; see sample on Blackboard)
- Documentation of reflection questions
Sex Education Poster Session
The purpose of this assignment is to become comfortable with sharing educational information about sex, sexuality, and gender expression. Students will learn about a specific topic involving human sexuality and be able to convey this information in educational form to others.

Students will form small groups (3 members) and present a 15 minute poster presentation as is done in professional symposiums and conferences. Each group will select a specific topic of their choice (some examples below). Please check with instructor regarding your topic before starting.

Some example topics:
- Sex education with adolescents
- STI prevention education with older populations
- Improving intimacy
- Domestic violence education with male abusers
- Sexuality in childhood
- Politics of sexuality
- Future of sex therapy
- Ethics and sex therapy
- Sex enhancing medications
- Cultural diversity and sensivity in sex therapy
- Good enough sex
- Healing from sexual abuse
- Religion and sexuality
- Evolution and sexuality

Be creative. Each presentation will be different due to the nature of topic and population the group is working with. You are free to structure the presentation as you like. There will be a discussion on this assignment during class to help brainstorm ideas.

Your presentation will last 15 minutes and should consist of a minimum of 10 research articles and 3 other resources (books, website journals, newspaper articles, brochures, etc.).

A handout provided to class members (including an annotated bibliography of any literature used for the project) AND a summary of the major learnings and discoveries from completing the project (One packet per group).
Team Case Studies

The purpose of this assignment is to demonstrate integration of the learning during the semester and apply it to a case about a couple experiencing a sexuality problem.

As a treatment team you will be given two (2) case studies involving a client with a specific sexual problem. As a team you will provide a diagnosis, and treatment plan (objectives, and interventions) using the integrative model approach (See below).

A. **Brief Description of Client Problem**

B. **Assess the Problem:** Develop a list of questions that you would like to ask the clients to better understand their problem. Feel free to provide the answer to these questions for the purpose of developing your treatment plan.

1. Identify view of the problem.
2. Identify current and historical information related to the sexual problem as well as multicultural issues.
3. Identify strengths and successes.
4. Describe other assessments strategies appropriate to this case.

C. **Diagnosis, Assessment, and Treatment Plan:** Construct a treatment plan, including diagnosis, using DO/A CLIENT MAP (see BB for DO/A CLIENT MAP). Provide three objectives and three interventions per objective.

There is also a section in DO/A CLIENT MAP for a list of assessments you would use with your clients.

D. **Maintenance:** Address relapse prevention with couple.

1. Identify possible roadblocks and challenges the individual or couple might encounter.
2. Describe how the individual or couple can use their strengths to plan and successfully overcome these setbacks.
3. Identify specific techniques the individual or couple can use to prevent relapse.

E. **Validation:** Identify rituals the individual or couple might possibly use to celebrate their success. Describe follow-up strategies you might use with this individual or couple.

*Do not worry about alternative explanations or detailed explanation of psychotropic medications.*

*By completing this assignment in this format you are addressing all the steps of the Integrative Approach to Sex Counseling developed by Long, Burnett, and Thomas:*

- Stage One: Assessing the Problem
- Stage Two: Setting Goals/Objectives
- Stage Three: Interventions
- Stage Four: Maintenance
- Stage Five: Validation
Final Team Case Study

The purpose of this assignment is to demonstrate integration of the learning from the semester and apply it to a case about a couple experiencing a sexuality problem.

Every student will view the film Short Bus (2006) and pick on of the main characters in the film to conduct a thorough case analysis with a treatment plan.

The Characters to be considered include:

- James, Suicidal former hustler OR you can choose to do couples counseling with James and Jamie.
- Sophia, Married sex therapist who has never experienced an orgasm OR you can choose to do couples counseling with Sophia and Rob.
- Severin, Depressed sex worker/dominatrix
- Caleb, the Stalker

Every team will formulate a case scenario and will write a professional paper addressing how you would work with this client. Feel free to add to the character's storyline in order to have depth with your case.

Guidelines for Paper

Use APA style formatting throughout; however, double space the body of the paper with double spacing between sections and paragraphs as appropriate.

I. Title page

II. Case Scenario (1 page)

III. Introduction to the sexual problem (1-2 pages)

This section provides generic information to the reader about your client's problem. If the problem is based on a DSM diagnosis, this might be noted with summarized detail. You may also wish to explain to the reader the incident rates of the problem, who is commonly impacted, common causes, typical treatment, etc.

Provide description of character with reason as to why you selected this character.

IV. Assess the Problem: Develop a list of questions that you would like to ask the clients to better understand their problem. Feel free to provide the answer to these questions for the purpose of developing your treatment plan.

   i. Identify view of the problem.
   ii. Identify current and historical information related to the sexual problem as well as multicultural issues.
   iii. Identify strengths and successes.
   iv. Describe other assessments strategies appropriate to this case.

V. Diagnosis, Assessment, and Treatment Plan: Construct a treatment plan, including diagnosis, using DO/A CLIENT MAP (see BB for DO/A CLIENT MAP). Provide three objectives and three interventions per objective.

There is also a section in DO/A CLIENT MAP for a list of assessments you would use with your clients.
VI. Maintenance: (1 page)
Address relapse prevention with couple.
   a. Identify possible roadblocks and challenges the individual or couple might encounter.
   b. Describe how the individual or couple can use their strengths to plan and successfully overcome these setbacks.
   c. Identify specific techniques the individual or couple can use to prevent relapse.

VII. Validation: (1 page) Identify rituals the individual or couple might possibly use to celebrate their success. Describe follow-up strategies you might use with this individual or couple.

VIII. Questions Clinicians Should Consider (1 page)
Design three reflection questions that clinicians should consider before treating individuals/couples in your chosen topic area. Provide rationale for each question.

_Do not worry about alternative explanations or detailed explanation of psychotropic medications._