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

Course Schedule: Spring Semester 2017
- **Tuesdays 6:45 – 9:15 pm** RM: CCS 226

Instructor: Tiffany Schiffner, Ph.D.
Office: N/A
E-mail: tschifner@rollins.edu
Office Hours: By Appointment Only

Course Description:
A lifespan developmental approach is applied to the study of human sexuality. Medical and psychosocial 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.

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. 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:

<table>
<thead>
<tr>
<th>Expected Student Learning Outcomes for this Course</th>
<th>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</th>
<th>KPI Assessment Point</th>
<th>KPI Assessment By Rubric or Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course. Content covered includes:</strong></td>
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<tr>
<td>2.F.1.i. self-care strategies appropriate to the counselor role</td>
<td>Class lecture and discussion</td>
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<tr>
<td>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and</td>
<td>Class lecture and discussion, Readings, Poster presentations</td>
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<tr>
<td>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>K</td>
<td>Class lecture and discussion, Readings, Poster presentations, Sex history and genogram, Movie reactions</td>
<td>Case Studies</td>
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<tr>
<td>2.F.2.c. multicultural counseling competencies</td>
<td>Class lecture and discussion, Readings, Journals</td>
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<td>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>K</td>
<td>Class lecture and discussion, Journals, Class activities</td>
<td>Case Studies</td>
</tr>
<tr>
<td>2.F.2.e. the effects of power and privilege for counselors and clients</td>
<td>K</td>
<td>Class lecture and discussion, Readings</td>
<td>Case Studies</td>
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<tr>
<td>2.F.2.f. help-seeking behaviors of diverse clients</td>
<td>K</td>
<td>Class lecture and discussion, Sex history and genogram, Journals, Class activities, Case studies</td>
<td>Case Studies</td>
</tr>
<tr>
<td>2.F.2.g. the impact of spiritual beliefs on clients’ and counselors’ worldviews</td>
<td>K</td>
<td>Class lecture and discussion, Readings, Poster presentations, Movie reactions, Case studies</td>
<td>Case Studies</td>
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<tr>
<td>2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>K</td>
<td>Poster presentations, Case studies</td>
<td>Case Studies</td>
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<tr>
<td>2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness over the life span</td>
<td>Class lecture and discussion, Readings</td>
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<tr>
<td>2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse</td>
<td>Class lecture and discussion, Readings, Case studies</td>
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<tr>
<td>2.F.7.e. use of assessments for diagnostic and intervention planning purposes</td>
<td>Case studies</td>
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<tr>
<td>5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Class lecture and discussion</td>
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<td>5.C.2.g. impact of biological and neurological mechanisms on mental health</td>
<td>Class lecture and discussion</td>
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**Required Texts:**

*Additional readings provided via BB*

**Recommended 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.


Duncan, D., Prestage, G., & Grierson, J. (2015). ‘I’d much rather have sexual intimacy as opposed to sex’: Young Australian gay men, sex, relationships and monogamy. Sexualities, 18(7), 798-816.

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. **Participation** (10) – Every student is expected to actively participate in class which includes engaged in discussion and completing in class assignments and additional homework assignments. See guidelines in syllabus for more specifics re: participation.

2. **Reaction/Reflection Journal** (10) – Every student is expected to complete two (2) reaction/reflection journal about their experiences, thoughts, feelings, and beliefs related to assigned reading and class discussions on human sexuality.

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

4. **Sex History and Sexual Genogram** (20) – Every student will interview a “client”, construct a sexual genogram and write an accompanying sexual history on the “client”.

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

6. **Mid-Term Case Studies** (10) – 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 and other guidelines.

7. **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.

**Course Policies and Expectations of Graduate Students**

This is the “fine print” for which you are fully responsible for knowing and following. Please read this section of the syllabus carefully!
Academic and Professional Integrity

By accepting this syllabus, you pledge to uphold the principles of Academic Honesty and student conduct guidelines published in the Rollins College Graduate Studies Catalog, and the policies published in the current edition of the Graduate Studies in Counseling Student Handbook (both available online on the Rollins Graduate Counseling website. You also agree to abide by the current version of the American Counseling Association Ethics Code (available at www.counseling.org.). Students who are unable to perform in a reliable, competent, and ethical manner, or exhibits performance that results in being terminated by and internship or other field site, will necessitate a review by the faculty and may result in student remediation, suspension, or dismissal from the Graduate Studies in Counseling program.

Please consult the documents named above to refresh your understanding of the expectations, policies, and procedures required of students throughout their enrollment in the graduate counseling program. Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.

Academic Honesty and Professional Conduct –

The Philosophy of the Rollins Academic Honor Code: Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

The Honor Pledge: 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. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession. 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.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the all work, including papers, quizzes, exams, etc., the handwritten signed statement:

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

All material submitted electronically or in paper form should contain the pledge followed by the student’s name. Submission implies signing the pledge.

Respect for Individual Differences – The Graduate Studies in Counseling program faculty endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way, but are expected to be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own. Students’ ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

Self-Disclosure Expectations and Guidelines – During this and most courses in the Graduate Counseling program you will be asked to share thoughts and feelings that are personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in
private conversations; however, they may consult with other faculty if there are concerns about ethical, personal safety or functioning, or professional standards.

Confidentiality – To protect the confidentiality of clients, any case material discussed in class will be presented anonymously (without identifying information) to protect the right to privacy and maintain ethical and legal confidentiality standards. To provide a safe learning environment and create safety for student peers, guests, and professors in the class, personal information and/or reactions shared in class should be considered as confidential as client information and respected accordingly. Interns will maintain strict confidentiality according the ACA Code of Ethics (2014) by refraining from discussing case material and the personal information of others outside of class.

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

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

Students failing to act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance and Participation Policy section.

Please abide by the attire policy described in the student handbook. If you are unsure of your attire, please consult with a core faculty member to assure that you are meeting expectations.

Professional Association Membership – All students are required to maintain membership in the American Counseling Association throughout their enrollment in the graduate program. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the profession of counseling. Membership in ACA also include professional liability insurance coverage, which provides protection to you and the clientele with whom you come in contact during external course assignments, pre-practicum, practicum and internship.

Evaluation Criteria for this Course

Method of Grading – Final grades will be based on a point accumulation basis described in the syllabus. Points will be converted into percentage scores. Grades will be assigned as follows for all Graduate Counseling courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
</tbody>
</table>

Incomplete Policy – Students that are unable to complete course requirements within the time limitations of this semester are responsible for initiating and proposing an arrangement for completing requirements with the professor prior to the end of this term in order to avoid failing this course. The plan for completion must be agreed upon by the professor and 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 semester, the incomplete grade will convert to an “F.”

Attendance and Participation Policies – Graduate students are training to be professional helpers responsible for the welfare of counseling clients. Attendance and participation in courses is required to evaluate the readiness and preparedness of each student to enter the profession. Success in this graduate program requires students to be fully present academically, physically, personally, and interpersonally during all learning experiences.

Attendance and participation constitute a portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials before class and engaging in class discussion.
The instructor will not make judgments or decisions regarding “allowing” student absences and will not evaluate which reasons are 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. A student who misses two or more classes will be subject to action by the professor, which includes, but is not limited to:

- Recommendation to withdraw from the class.
- Requiring additional assignments(s) to complete the class.
- Reduction in the final grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the professor in consultation with the full faculty.

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 may result in a failing grade.

Advance notification of anticipated absences is expected (e-mail) out of courtesy to the instructor and class peers. In the event of an unanticipated emergency or illness, students are responsible for notifying the instructor at the earliest opportunity via e-mail. Students are responsible for the content of all assignments, lectures, announcements, and class discussions even when not present. Make-up tests or extra credit will not be given. If you have a conflict with an exam date, speak with the instructor at least seven days in advance.

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

Tardiness: Arriving late to or departing early from a working group on the part of one person disrupts the flow of learning for the professor and other students. Please be prepared to begin and/or resume class at the agreed upon times. Class will start on time and time agreements for class breaks are expected to be honored. Chronic tardiness or inattentiveness will also impact your final grade. If you are going to be late, absent, need to leave class early, etc. it is your responsibility to let the professor know in advance. Students that are late to class by more than 10 minutes or return from break more than 5 minutes after the agreed upon time, will be considered tardy. A student tardy more than twice will lose 1 participation point. Students arriving late to class will not be permitted to complete any assignment that has begun (such as a quiz) and will forfeit the points for the assignment.

Breaks during class meetings are at the discretion of the professor and may range from 0-15 minutes scheduled at times that the professor determines within the individual class session. Please return promptly from breaks.

Participation: Class participation in this course is very important as part of the learning process for all students, individually and as a group. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following characteristics:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis of the topic forward;
- Builds on the comments and contributions of other peer colleagues;
- Transcends the “my opinion” syndrome; i.e., your contribution includes evidence (when appropriate), rationale, and reflective thinking.

Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance. In addition, students engaging in non-class related activities (e.g., sleeping in class, working on their laptop or phone, side conversations, working on material not related to course content, etc.) will lose participation points. The number of points will be at the discretion of the professor.

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)

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Excellent</th>
<th>Competent</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Attendance and Promptness</td>
<td>Student is always prompt and attends all classes.</td>
<td>Student is tardy once every four classes and attends all classes.</td>
<td>Student is tardy once every three classes and has missed a class.</td>
<td>Student is tardy once every two classes and has missed a class.</td>
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<tr>
<td>Level of Engagement in Class Discussions</td>
<td>Student proactively contributes to class offering unique perspectives, and asks relevant questions more than once per class.</td>
<td>Student contributes to class by offering ideas, and asking relevant questions once per class.</td>
<td>Student rarely contributes to class by offering ideas and asking questions. Focusing on personal technology or other work occasionally distracts student.</td>
<td>Student never contributes to class or asks questions unless prompted to engage. Focusing on personal technology or other work often distracts student.</td>
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<tr>
<td>Level of Engagement while working in Small Groups</td>
<td>Student always works effectively with classmates, stays focused on assigned task, and contributes positively.</td>
<td>Student usually works effectively with classmates in small groups and contributes to the discussion.</td>
<td>Student rarely contributes to small group discussions, or often distracts the group from the assigned task.</td>
<td>Student never contributes to group discussions or routinely engages in behaviors that distract from the assignment.</td>
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<tr>
<td>Listening Skills</td>
<td>Student listens attentively when others speak, both in groups and in class, and incorporates or builds upon the ideas of others.</td>
<td>Student listens when others speak both in groups and in class.</td>
<td>Student does not listen or is inattentive when others speak both in groups and in class.</td>
<td>Student does not listen or is not attentive when others speak, both in groups and in class; interrupts others.</td>
</tr>
<tr>
<td>Behavior</td>
<td>Student always displays professional behavior in class that contributes to the learning process of self and others.</td>
<td>Student usually displays professional behavior in class that contributes to the learning process of self and others.</td>
<td>Student occasionally displays distracting, disruptive, or unprofessional behavior behaviors in class that interrupt the learning process.</td>
<td>Student frequently displays distracting, disruptive, or unprofessional behavior behaviors in class that interrupt the learning process.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Student is always prepared for class with assignments, completed readings, and required class materials.</td>
<td>Student is usually prepared for class with assignments, completed readings, and required class materials.</td>
<td>Student is rarely prepared for class with assignments, completed readings, and required class materials.</td>
<td>Student is almost never prepared for class with assignments, completed readings, and required class materials.</td>
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**Technology Policies**

_E-mail_ – All e-mail communication and dissemination of information from the professor will be via the Rollins e-mail account. This is the official means of communication used by Rollins College. Students are responsible for all information sent to their Rollins e-mail account. 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.

_BlackBoard_ – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials,
course updates and other information and resources *prior to class.*

**Laptop Computers** – Use of laptop computers in class is at the discretion of the professor and is only permitted for note taking or other class-related activities unless prior arrangements have been made with the professor. Please do not use laptops for any other reasons. Non-class use is distracting to others. Students found using laptops for other purposes, such as e-mailing, web-surfing, working on assignments, will not be permitted to use technology in class. If a student uses any electronic device not authorized as part of the classroom activity, they will be warned to turn off the device. Second offenses will result in loss of participation points without warning.

**Other Technology Devices** – Out of respect for the professor and your classmates, do not use cell phones or any other portable communications devices during class. Please silence or turn cell phones off to avoid disrupting others. There are times when emergencies arise and communication with family or others is necessary. In those events, please inform the professor prior to class and make provisions to leave the classroom when the situation arises. Emergency calls may be taken outside the class but frequent call interruptions will not be tolerated. If the vibrate setting becomes a nuisance, you will be asked to turn it off completely. Texting in class is unacceptable.

**Professional Paper Formatting** – All papers are required to be submitted in the formatting style detailed in the most recent edition of the *Publication Manual of the American Psychological Association.* This includes an appropriately formatted title page, abstract, headers, heading levels, citations, and reference pages. Points will be deducted from the grade if this style format is not followed. Students should assume that these formatting components are expected for each and every assignment unless stated otherwise in the syllabus.

**Use of Student Work:** Copies of student work in this course, including copies of any submitted papers or other written work, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously as example of aggregate data.

**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 and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with Gail C. Ridgeway, Disability Services Coordinator, who can be found at the Thomas P. Johnson Student Resource Center: (407) 646-2354, or via e-mail at. Requests for accommodations must be made as early as possible in the semester.

**Instructor Availability** – If, at anytime, you wish to discuss class-related concerns, particularly those may affect your performance in this course, please do not hesitate to contact me. Sometimes students are emotionally impacted by class experiences. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you. Please don’t 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.

The best way to contact this instructor is via her Rollins email address. Thank you.

**Course And Instructor Evaluation** – At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and
instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

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**Schedule of Classes and Assignments**

*The instructor reserves the right to modify the schedule, assignments and grading policy as needed*

<table>
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<tr>
<th>#</th>
<th>Date</th>
<th>Topic Area</th>
<th>Reading/Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Introduction</td>
<td>Kleinplatz (2012) CHs:1, 2, 6, 7</td>
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<td>• Course Overview</td>
<td>Florida Statues 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>Peterson (2103): Introduction; Sexual Responsibility; The Sex Ethics &amp; The Sex Ethics Diagram</td>
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<td>Recommended:</td>
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<td>• Buehler Ch 20</td>
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<td>2</td>
<td>1/24</td>
<td>Neuroscience &amp; Anatomy</td>
<td>Peterson (2103): Vulnerability; Comments about Categories &amp; Why Statistics are Useless for Ethics</td>
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<td></td>
<td></td>
<td>• Biological Foundations</td>
<td>Readings on BB:</td>
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<td></td>
<td>• Hormones and Neuromodulators</td>
<td>• O'Donovan &amp; Butler: Sex, body, behavior &amp; identity</td>
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<td></td>
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<td></td>
<td>• Ridley: What every sex therapist wants to know</td>
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<td>Audio Recording:</td>
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<td></td>
<td>• Freudian Quips Episode 31: Loving Yourself – A Mastery of Masturbation</td>
</tr>
<tr>
<td>Week</td>
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| 3    | 1/31 | Theories & Assessment  
1. Introduction to the Integrative model  
2. Sexual Genogram  
3. Completing a Sex History | Kleinplatz (2012) CHs: 4, 8, 10  
Petersen (2013): Sex as Communication & Communicating Interpersonally about Sex  
Readings on BB:  
- Long, Burnett & Thomas (2006) CHs: 2, 3 | Kleinplatz (2012) CHs: 4, 8, 10  
Petersen (2013): Sex as Communication & Communicating Interpersonally about Sex  
Readings on BB:  
- Long, Burnett & Thomas (2006) CHs: 2, 3 |
| 4    | 2/7  | Sexual Problems  
- Life Cycle  
- DSM Diagnoses  
  - Working with problems of female/male sexuality | Kleinplatz (2012) CH: 5  
Petersen (2013): Communicating Publicly about Sex & Making Good Sex More Likely  
Readings on BB:  
Petersen (2013): Communicating Publicly about Sex & Making Good Sex More Likely  
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- Wincze & Weisberg (2015) CH: 2, 3, 5, 6 |
| 5    | 2/14 | Treatment Planning I  
- Stages of the Integrative Model  
- Goal Setting & Treatment Planning  
- Interventions | Kleinplatz (2012) CHs: 3, 12, 13  
Readings on BB:  
- Long, Burnett & Thomas (2006) CHs: 4, 5  
Readings on BB:  
- Long, Burnett & Thomas (2006) CHs: 4, 5  
- Bergeron et al: Painful Sex. |
| 6    | 2/21 | Gender Identity  
- Gender Dysphoria  
- Transgender  

**Guest Speaker: Stacey Murphy** | Kleinplatz (2012) CH: 19  
Petersen (2013): Children; Innocence vs. Experience & Family  
Readings on BB:  
Petersen (2013): Children; Innocence vs. Experience & Family  
Readings on BB:  
- Zucker & Brown from Binik & Hall (2014) CH. 11 |
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**DUE: Poster Presentations**

*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.
**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:**
*Note: Most movies are on reserve at Olin Library. Others please rent off streaming service*
1) Kids (1995)
2) Becoming Chaz (2010)
4) *Short Bus (2006) – this movie is to be viewed and to be used as the final case study*

**Recorded Discussion Group**

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

Record 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 recording 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 video 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 and **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 movie.
2) 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 Recorded Discussion Group**
Actively participated in the discussion by substantially contributing to the discussion. Will have demonstrated the following:
1) Addressed what you learned while intersecting critical analysis with what has been learned from class materials, readings, etc.
2) Highlighted your personal/phenomenological reaction to the information in the movie.
3) Explained how you anticipate incorporating the knowledge or information from the movie into your professional practice when counseling clients.

*Please refer to rubric on BB*
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 be 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 (On BB) 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) Ch. 3. (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(s) to respond to personal questions. Utilize your basic counseling 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 interview and development of the 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(s) 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 in Ch 3 (pp. 52-56) of 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 BB)
- Documentation of reflection questions
- Refer to rubric on BB
**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 an educational format to others, similar to what is expected at professional presentations.

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 are outlined below but you are not limited to these). Please check with instructor regarding your topic before starting for approval. There will be a discussion on this assignment during class to help brainstorm ideas.

Some example topics:
- Sex education with adolescents
- STI prevention education with older populations
- Improving intimacy in couples
- Domestic violence education with male abusers
- Sexuality issues 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

After selecting a topic with your group members, you will be required to submit a proposal for approval of the poster presentation. This is a typical process when submitting to professional conferences. Your instructor will provide you with feedback re: your proposal. Refer to BB for proposal guidelines.

In developmentment of your poster presentation feel free to be creative. Each presentation will be different due to the nature of topic and specific population.

Your presentation will last 15 minutes and should consist of a minimum of 10 research articles and 3 other resources (e.g., books, websites, newspaper articles, brochures, etc.). These resources should be included on the poster as a reference page.

A handout is required and should be provided to class members. Include an annotated bibliography (refer to BB for an example of how to develop) of any literature used for the project AND a summary of the major learnings and discoveries from completing the project (One packet per group).

**Refer to BB for grading rubric**
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 “client” experiencing a sexuality problem.

As a treatment team you will be given ONE 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 (See below).

A. Brief Description of Client and Client Problem
B. Assess the Problem: Develop a list of questions that you would like to ask the client(s) to better understand their problem. Also, what other assessments could you use (aside from sexual history/genogram) that will help to provide possible insight into the presenting problem. Feel free to provide the answer to these questions for the purpose of developing your treatment plan.
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.
D. New View: Using the New View approach to sexual health provide your assessment (diagnosis free) of the presenting problem looking at the possible influence of:
   1. Socio-cultural, political, or economic factors (Pressure of beauty, lack of resources, etc.)
   2. Partner and relationship issues (Breakdown in communication, infidelity, etc.)
   3. Psychological factors (Depression and anxiety, history of sexual abuse, etc.)
   4. Medical factors (Prescription meds, pregnancy, illness, etc.)
E. Maintenance: Address relapse prevention.
   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.
F. 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.

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

Refer to BB for grading rubric
Final Team Case Study: Short Bus Character
The purpose of this assignment is to demonstrate integration of the learning from the semester and apply it to a case about a “client” 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.

A. Brief Description of Client and Client Problem

B. Assess the Problem: Develop a list of questions that you would like to ask the client(s) to better understand their problem. Also, what other assessments could you use (aside from sexual history/genogram) that will help to provide possible insight into the presenting problem. Feel free to provide the answer to these questions for the purpose of developing your treatment plan.

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.

D. New View: Using the New View approach to sexual health provide your assessment (diagnosis free) of the presenting problem looking at the possible influence of:

1. Socio-cultural, political, or economic factors (Pressure of beauty, lack of resources, etc.)
2. Partner and relationship issues (Breakdown in communication, infidelity, etc.)
3. Psychological factors (Depression and anxiety, history of sexual abuse, etc.)
4. Medical factors (Prescription meds, pregnancy, illness, etc.)

E. Maintenance: Address relapse prevention.
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.

F. **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.

G. **Personal Response:** Provide a thoughtful entry on your response to the movie and case study. How did you feel about the character? What did you learn about yourself and about others? How will this information help you better empathize and serve future clients?

*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

Refer to BB for grading rubric