

**COUN6062**  
**Human Sexuality in Counseling**  
**Summer I**

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*Please allow for 24 to 48 hours for response*

**Course Description**

A study of the biological, psychosocial, clinical, and cultural aspects of human sexuality. This introductory graduate course is designed to provide an overview of human sexuality for graduate students in the fields of Counseling, Marriage and Family Therapy, Psychology, Social Work, Nursing, Pre-Med, Gerontology, and Sex Therapy. Students will become familiar with issues of human sexuality that may become areas of discussion in therapy or counseling. A systemic/relational approach is used to explore issues of gender and sexual functioning, sexual orientation, and sex therapy as they relate to couple, marriage and family therapy theory and practice. Students will study human sexuality issues and their impact on family and couple functioning, and strategies for the resolution of sexual dysfunctions.

**Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, accommodations guidelines and policies are found [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## **Course Content, Objective, CACREP Standards, and KPI**

### **Content Areas**

**This course is designed to enable students to:**

Principles and models of assessment and case conceptualization from systems.	8.
Techniques and interventions of marriage, couple, and family counseling.	10.

## Class Policies and Procedures

### Textbook (s):

#### Required:

Carroll, J. L. (2018). *Sexuality now: Embracing diversity* (6th ed.). Boston, MA: Cengage

#### Learning.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

#### Recommended: \*

Gurman, A. S., Lebow, J. L., & Snyder, D. K. (Eds.). (2015). *Clinical handbook of couple therapy* (5<sup>th</sup> ed.). Guilford Publications.

Gurman, A. (Eds.) (2008). *A clinicians guide to ET* (0 9 reW\* nBT/FL Tf1032 18 Tf107102547Tm0G[. G

## **Rationale**

The ULM Interactive Learning Model prepares Counselors and Marriage and Family Therapists to apply knowledge learned in this course in a professional clinical experience.

## **Course Topics**

This course is organized into six interrelated major areas of study:

- Historical/contemporary views.
- Biological perspectives.
- Developmental perspectives.
- Relational/Psychosocial perspectives.
- Clinical perspectives.
- Cultural perspectives.

**Note:** This course is designed for graduate students in the helping professions. The purpose of this is to help the student (1) to become desensitized to a receptive vocabulary and sexual behaviors of individuals and couples, as well as family issues that arise regarding sexuality, and (2) to become knowledgeable and comfortable with issues that may arise in clinical settings. This course is not designed to offend you or have you engage in activities which run counter to your morality, religious scruples and ethics.

## **Student Performance Evaluation: Criteria and Procedures**

### **A. Assessments**

The methods of evaluation and the criteria for grade assignment are:

- 1. Examinations (50%)** Two 25-point examinations will be given covering the chapters from the *Sexuality Now: Embracing Diversity* text. Each exam will be 25 multiple choice questions and must be completed in 50 minutes. Each exam will be open for three days and every student will have two opportunities to take each exam. Thus, if you find your first grade unsatisfactory, you can take the exam again for a higher grade. Both are open-book exams. One of these exams will serve as the Key Performance Indicator #1 for the CACREP Standards 5.F.

MCFC. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

2. **Core Values Exercise (50% of course grade)** This is essentially one assignment broken into two parts with each part worth 25 points for a total of 50% of your course grade. **The first part will be due 9/26/20)**



- Ellis, H. (1936). *Studies in the psychology of sex, volume II*. New York: Random House.
- Heger, A. & Emans, S. (1992). *Evaluation of the sexually abused child*. New York: Oxford University Press.
- Heiman, J. R., & LoPiccolo, J. (1987). *Becoming orgasmic: A sexual and personal growth program for women*. New York: Fireside Books.
- Hendrick, S. & Hendrick, C. (1992). *Liking, loving, and relating* (2nd. ed.). Pacific Grove, CA: Brooks Cole.
- Hite, S. (1987). *The Hite report: Women and love--a cultural revolution in progress*. New York: Alfred A. Knopf.
- Hite, S. (1981). *The Hite report on male sexuality*. New York: Alfred A. Knopf.
- Janis, S. S., & Janis, C. L. (1993). *The Janus report on sexual behavior*. New York: John Wiley & Sons.
- Madanes, C. (1990). *Sex, love, and violence: Strategies for transformation*. New York: W.W. Norton & Co.
- Madigan, L. & Gamble, N. (1989). *The second rape*. New York: Lexington Books.
- Masters, W., Johnson, V., & Kolodny, R. (1995). *Human sexuality* (5<sup>th</sup> ed.). New York: Harper Collins College Publishers.
- Masters, W., Johnson, V., & Kolodny, R. (1982). *Masters and Johnson on sex and human loving*. Boston: Little, Brown, & Company.
- Millett, K. (1990). *Sexual politics*. New York: Simon & Schuster.
- Money, J. (1993). *The Adam principle*. Buffalo: Prometheus Books.
- Pomeroy, W., Flax, C., & Wheeler, C. (1982). *Taking a sex history*. New York: The Free Press.
- Reinisch, J. (1990). *The Kinsey Institute new report on sex*.

**Policies and Procedures** (Pertains mainly to classroom)

1. All policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see [www.ulm.edu/studentpolicy](http://www.ulm.edu/studentpolicy)).

2. **No Late Assignments:** Any assignment submitted past the due date will be given a zero. Any

3. **Academic Integrity (a.k.a., Cheating and Plagiarism):** Faculty and students must observe the ULM published policy (see Page 7 in *ULM Student Policy Manual* -- [www.ulm.edu/studentpolicy/](http://www.ulm.edu/studentpolicy/)). All of your work should be your own. Any form of cheating will

**11. Respect Policy:** In this class, we will discuss family functioning and specific techniques to intervene in negative interaction patterns. This can, and often does, involve opening ourselves to strong and diverse opinions across the personal and political spectrum as many topics involve child abuse, spousal and sibling violence, as well as contextual factors such as sexual orientation, cultural and religious background, and family structure. All opinions and perspectives will be given a voice. We will all be challenged, often in unanticipated ways. *A commitment to respect for self and others is essential.* Some of the materials we will study will be emotionally explicit. It is likely that there will be students who have experienced some or many of the topics we discuss. Please be mindful of the humanity of each person enrolled in the course.

**Mental Wellness on the ULM Campus**

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

ULM Counseling Center	342-5220
Marriage and Family Therapy Clinic	342-9797
Community Counseling Center	342-1263
ULM HELPS Project Office	342-1335

All services are offered free to faculty, staff, and students and are strictly confidential.

<b>Summer 1 2023 Course Schedule</b>		<b>Corresponding CACREP Standards</b>
<i>*The instructor reserves the right to adjust the schedule as needed.</i>		
May 30	<i>Problematic Sexual Issues</i> Read Flemons & Green (2018) Therapeutic quickies: Brief relational therapy for sexual issues. Come again?: From possibility therapy to sex therapy.	8, 10.
May 31	<i>Sexual Dysfunction</i> Read Pukall & Bergeron (2021) Sexual Dysfunctions Frances (2013) Sexual and Gender Issues	8, 10.
June 1 - 2	<i>Introduction to Working with Sexual Issues</i> Read Ridley & Gambescia (2009) What every sex therapist needs to know. Read Doherty (2002) How therapists harm marriages and what we can do about it. Read Doherty (2002) Bad couples therapy: How to avoid doing it	8, 10.

*Behavioral Approaches to Couple Therapy*

June 5

**Week 2**

*Special Populations and Topics in Sex and Couple  
Therapy*

June 8 - 9      Read Green & Mitchell (2015) - Gay, lesbian, and  
                         bisexual issues in couple therapy.  
                         Read Gordon, Baucom, Snyder, & Dixon (2008)  
                         Couple therapy and the

**KPI Assessment COUN 6062 Grading Rubric**