

**Sam Houston State University**  
**College of Education**  
**Department of Educational Leadership and Counseling**  
**Fall 2007**

**Instructor:** Dr. Judith A. Nelson  
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Office hours: by appointment

**Text/Readings:** Wincze, J.P. & Carey, M.P. (2001). *Sexual dysfunction: A guide for assessment and treatment* (2<sup>nd</sup> ed.). Guilford Press.

Kleinplatz, P.J. (Ed.) (2001). *New directions in sex therapy: Innovations and alternatives*. Brunner – Routledge.

Articles placed on Blackboard

**Prerequisite:** CNE 632 and CNE 633

**Course Description:** Students will develop an understanding of sexual anatomy, the physiology of sexual function, and therapeutic applications for assessing, counseling and referral procedures for clients who present with sexual concerns. Students will investigate various therapeutic approaches to dealing with sexual concerns. Issues related to the influence of family-of-origin issues, sexual values, and comfort level with sex related issues and their relationship to therapeutic interaction will be examined.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

**Course Objectives:** Upon completion of the course students will be able to:

1. articulate an understanding of the process of evaluation for sexual concerns.
2. demonstrate an awareness of several approaches to intake formats and the criteria for their appropriate use.
3. develop a useful sexual history protocol.
4. demonstrate an understanding of the differences in sex education, sex counseling, sex therapy, and the appropriate use of each
5. describe the systemic interactions and main treatment approaches to sex counseling and therapy with special problems such as erectile dysfunction, orgasmic dysfunction, and sexual

addiction, etc.

6. describe approaches to treating individuals and couples presenting with sexual concerns.
7. articulate an understanding of how culture, age, and life experiences may impact counseling with individuals and couples.
8. have an awareness of how the student’s personal values and life experiences might affect one’s approach to sex counseling.

**IDEA Objectives:**

**Essential:** gaining factual knowledge (terminology, classifications, methods, trends); learning fundamental principles, generalizations, or theories

**Important:** learning to analyze and critically evaluate ideas, arguments, and points of view

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> • <u>State Standards</u> • <i>Specialty Organization Standards</i>
Demonstrate effective communication through oral, written, and nonverbal expression	Participate in role plays and class discussion; complete writing assignments	Observation by instructor; Grading of written assignments	SB-f1
Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth	Critique current journal articles on related course topics	Grading written critiques of journal articles; discussion of assigned reading for related topics	SB-g2 CA-C5
Provide students with an overview of the evolving viewpoints, perspectives, and values of sex counseling and sex therapy including the history and current research of sexual therapy	Class discussions; completion of reflection papers and examinations	Observation by instructor; grading of written assignments and examinations	CA=A1
Consideration of the school, family, and community contexts in which students work and their prior experiences to develop meaningful learning experiences.	Discuss the relevance of personal context in the counseling relationship	Review the sex histories submitted as written assignments.	SB-f4
Acquaint students with sexual anatomy and the physiology of sexual response.	Written examination; class presentations	Grading of examinations and related written assignments.	SB-f4 CA-B3

Assist students in distinguishing symptoms of sexual dysfunction on a continuum from a temporary crisis to continually, severely dysfunctional.	Written examination; class presentation	Grading of examinations and related written assignments; critique of presentations	SB-f3 CA-B3
Introduce current theories and therapeutic techniques common to the field of sex therapy and their relationship to marital therapy.	Written assessments and treatment plans for various issues of sexual dysfunction.	Grading of written assignments and class discussion of hypothetical case examples.	CA-C1
Develop an understanding of the process of sexual therapy using the PLISSIT Model.	Written examinations; class presentations; role-play	Grading of examinations; critique of presentations and role-play	CA-B1
Develop an understanding of the systemic interaction patterns in families with special problems such as abuse, alcohol, divorce and remarriage.	Sexual history written assignment.; role-play	Grading sexual history and examination; observation of role plays.	SB-f3 CA-C3
Explore the influence of cultural heritage on sexual patterns and counseling: curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning.	Written examinations; class presentations; role-plays	Grading of examinations; critique of oral presentation; observation of role-plays	NC-4 SB-e1,e2 CA-A6
Discuss professional and ethical issues in sex therapy	Conduct role plays of ethical vignettes; written assignments	Instructor feedback	SB-g3 CA=A3

### Course Requirements:

1. Participation: Students are required to read the listed assignments prior to class and come prepared to discuss their understanding of the material. Class participation is important and includes: role-play, discussion of material and issues presented in class, and class presentations. There may be a discussion board assignment. (10 points)
2. Response Papers: Students will respond to certain assigned articles, chapters, or videos. The response papers will be no more than 2 pages, double-spaced, 12 pt. font. The response papers are designed to prompt discussion and will be collected at the end of class. (5 X 5 = 25)
3. Individual Sexual History: Students will complete a thorough individual sexual history of their own. A model will be provided. (25 points)
4. Annotated Bibliography: Students will complete an annotated bibliography on an approved topic of interest citing from 12 to 20 books or articles. The student will draw conclusions based on the information in their bibliography and write a short paper regarding these conclusions. This information will be presented in class. (100 points)

6. Exams: Each student will complete a midterm exam and final exam. (50 X 2 = 100)

**Grading:**

260 – 234 A  
233 – 208 B  
207 – 182 C  
181 below F

**Cell Phones:**

Please turn your cell phones off before class. If you are expecting an emergency call, please contact that individual during the mid-class break.

**Attendance Policy:**

Regular and punctual class attendance is expected by each student. The attendance policy as stated in the *Handbook* for all is as follows. “(1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that absence. (3) A drop of a letter grade will occur for each subsequent absence.”

Consistent or prolonged tardiness will be recorded and may be added up to equal an absence. Please inform me of the nature of any absence (before class if possible). Any exam missed due to absence must be made-up on campus by appointment. It is the student's responsibility to contact me to set the make-up appointment.

**Disabilities:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made

until you register with the Counseling Center. For a complete listing of the University policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/811006.html](http://www.shsu.edu/~vaf_www/aps/811006.html)

**Student Absences on Religious Holy Days Policy:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

**Confidentiality:**

All information about clients or information shared by students in class will be held in the strictest confidence and falls under the ethical guidelines of the American Counseling Association and the American Association for Marriage and Family Therapy. Any violation of these ethical codes may result in a student failing this course plus possible dismissal from the counseling program.

**Written Work:**

All written work must be written at the graduate level and follow *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.) (2001) format as indicated in the SHSU Educational Leadership and Counseling Department Writing Standards. (NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4). The Department standards may be downloaded at

[http://www.shsu.edu/~edu\\_elc/counseling/documents/writingstandards.pdf](http://www.shsu.edu/~edu_elc/counseling/documents/writingstandards.pdf) .

Periodically, student work may be filtered through the SHSU online Turnitin.com” program, which validates whether the work is original or plagiarized. Students are encouraged to carefully cite any work that is not their own.

**Academic Honesty:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

**Tentative Class Schedule:**

<b>DATE</b>	<b>LECTURE/ACTIVITY</b>	<b>ASSIGNMENT DUE</b>	<b>READING for next week</b>
<b>8-23</b>	<b>Introduction to course; Male/female sexual anatomy; becoming a sex therapist</b>		<b>Kleinplatz 347-350, xi-xxxiii, 5-28 Wincze 1-10</b>
<b>8-30</b>	<b>Male/female sexual response cycle</b>	<b>Response paper to Kleinplatz 5-28</b>	<b>Wincze 13-19, 33-38, 40-46, 55-66 Kleinplatz 29-49</b>
<b>9-6</b>	<b>Female sexual disorders Desire/arousal PGAD Orgasmic Pain disorders</b>	<b>Response paper to Kleinplatz 29-49</b>	<b>Wincze 23-33, 46-54 Kleinplatz 50-68</b>
<b>9-13</b>	<b>Male sexual disorders Desire disorders Rapid ejaculation Delayed ejaculation Erectile dysfunction</b>	<b>Response paper to Kleinplatz 50-68</b>	<b>Wincze 69-115 The PLISSIT Model</b>
<b>9-20</b>	<b>Assessment</b>		<b>Wincze 116-160 Kleinplatz 109-131</b>
<b>9-27</b>	<b>Treatment issues Masters &amp; Johnson Helen Singer Kaplan</b>	<b>Response paper to Kleinplatz 109-131</b>	<b>Wincze 161-188 Kleinplatz 163-184</b>
<b>10-4</b>	<b>The Sexual Crucible</b>	<b>Response paper to Kleinplatz 163-184</b>	<b>Kleinplatz 185-209 Kleinplatz 210-233</b>
<b>10-11</b>	<b>Blackboard Assignment</b>		
<b>10-18</b>	<b>Treatment issues</b>	<b>Exam #1</b>	<b>Kleinplatz 279-301</b>

			<b>Kleinplatz 302-321</b>
<b>10-25</b>	<b>Sexual orientation Gay, lesbian issues Gender dysphoria Transgender</b>	<b>Sexual History due</b>	<b>Kleinplatz 91-108</b>
<b>11-1</b>	<b>Paraphilia</b>		<b>AASECT Code of Ethics  Ethical Issues in Sex Therapy (1975)</b>
<b>11-8</b>	<b>Blackboard Assignment</b>		
<b>11-15</b>	<b>Ethical considerations</b>		<b>Kleinplatz 258-278</b>
<b>11-29</b>	<b>Other sexual issues: Sexuality and illness Sex education Sexual abuse Sexuality and culture</b>		
<b>11-6</b>	<b>Presentations</b>	<b>Presentations</b>	<b>Presentations</b>
<b>11-13</b>	<b>Presentations Final Exam</b>	<b>Presentations</b>	<b>Presentations</b>