

**University of Northern Colorado  
Professional Counseling Programs  
APCE 668-970 Sexuality Counseling  
Online Format  
Summer 2024**

**Instructor:** Betty Cardona PhD., LPC

**Email:** Betty.Cardona@unco.edu

URSA Online Schedule: May 19<sup>th</sup> through July 15<sup>th</sup>.

**Class meets on Zoom for Synchronous Meetings the following dates:**

Friday May 31<sup>st</sup> 5:00 to 7:00 pm

Friday 21<sup>st</sup> 5:00 to 7:00 pm.

These dates and times are the **ONLY** times when we all are meeting synchronously and when attendance is required. This is a fully online course.

Please take time to read netiquette for online communication on the link below.

<https://canvas.okstate.edu/courses/19865/pages/netiquette-for-online-communication>

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**COURSE DESCRIPTION:**

In this course, counselors in training will explore sexual positive theories and treatment of various sexual issues in the context of committed partners. Topics include male and female sexual systems, sexual myths, diverse sexual behavior and common sexual concerns. Various therapeutic approaches are presented.

**PREREQUISITE:**

None; **recommended for advanced students.**

This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2016 Standards. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes. Please include the following knowledge and skill outcomes and course content items in your syllabus.

**KNOWLEDGE AND SKILL OUTCOMES:** Upon successful completion of this course students will:

1. Roles and settings of marriage, couple, and family counselors (CACREP MCFC Standard: 5.F.2.a).

- a. This standard is covered in Murray chapters 1-3, 10. This standard is covered in lecture "History of Sexuality" by Dr. June Reinish.
  - b. This standard is covered in the Addressing Model.
  - c. This standard is covered in "Sexuality Counseling: A Professional Specialization Comes of Age". This standard is assessed by: Case Study and Treatment Plan Assignment, Discussion questions, Value List activity.
2. Structures of marriage, couples and families (CACREP MCFC Standard: 5.F.2.b).
    - a. This standard is covered in Murray chapters 6-8.
    - b. This standard is covered in article "Alternative or Nontraditional Sexualities and Therapy: A Case Report".
    - c. This standard is covered in Tiq and Kim Katrin Milan's TED talk "A Queer Vision of Love and Marriage".
    - d. Covered in Esther Perel TED Talk "Rethinking infidelity ... a talk for anyone who has ever loved".
    - e. Covered in Debby Herbenick TED Talk "Why Your Bed is the Ultimate Treehouse".
    - f. This standard is assessed by Case Study, Treatment Plan Assignment and Discussion questions.
3. Human sexuality and its effect on couple and family functioning (CACREP MCFC Standard: 5.F.2.e). This standard is covered in Murray chapter 4.
    - d. This standard is covered in "Esther Perel: Secrets to Desire in Long Term Relationships, Pat Love: When History isn't History, and Pat Love: Relationship Sexuality: Getting Back on Track".
    - e. This standard is covered in Emily Nagoski video "How Couples can Sustain a Strong Sexual Connection".
    - f. This standard is covered in Dr. Debby Herbenick presentation on female sexuality.
    - g. This standard is covered in Sexuality and Disability presentation.
    - h. This standard is assessed by Case Study, Treatment Plan Assignment and Discussion questions.
4. Aging and intergenerational influences and related family concerns (CACREP MCFC Standard: 5.F.2.f).
    - a. This standard is covered in Murray chapter 5.
    - b. This standard is covered in Nagoski chapter 4.
    - c. This standard is covered in video "Sex and Aging: Overcoming Obstacles".
    - d. This standard is assessed by Case Study, Treatment Plan Assignment and Discussion questions.
5. Impact of addiction on marriages, couples, and families (CACREP MCFC Standard: 5.F.2.h).
    - a. This standard is covered in Murray chapter 3.
    - b. This standard is covered in Michael T. Walton and Navjot Bhullar article "Compulsive Sexual Behavior as an Impulse Control Disorder: Awaiting Field Studies Data".
    - c. This standard is assessed by Case Study, Treatment Plan Assignment and Discussion questions.
6. Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration (CACREP MCFC Standard: 5.F.2.m).

- a. Covered in Murray chapter 9.
- b. Covered in Pamela A. Hays article "Addressing the Complexities of Culture and Gender in Counseling".
- c. This standard is assessed by Case Study, Treatment Plan Assignment and Discussion questions.

**COURSE CONTENT:**

This course is recommended for advanced students. This course is designed to increase the effectiveness of counselors in treating various sexual issues in the context of committed relationships. In this course, counselors will explore the treatment of various sexual issues. Topics covered include male and female sexual systems, sexual myths, variations in sexual behavior and common sexual relationship concerns. It will also introduce various therapeutic approaches for addressing various sexual concerns.

**Required Texts:**

Murray, C., Pope, A., & Willis, B. (2017) *Sexuality Counseling: Theory, Research and Practice*. Thousand Oaks, CA. Sage.  
 Nagoski, E. (2021). *Come as You Are. (Revised and updated)* Simon & Schuster Paperbacks.

**Recommended Texts:**

Alexander, J., Meem D., Gibson, M. (2018). *Finding Out. An Introduction to LGBTQ Studies*. Sage Publications.  
 Buehler, Stephanie. (2021). *What Every Mental Health Professional Needs to Know About Sex*. Third Edition. Springer Publishing.  
 Carroll, L. (2010). *Counseling Sexual Minorities*. Upper Saddle River.  
 Gilbert, L. A., & Scher, M. (2009). *Gender and its many faces. In Gender and sex in counseling and psychotherapy*. Eugene, OR: Wipf & Stock.  
 Ginocola, M., Smith, C., Filmore, J. (2017). *Affirmative Counseling with LGBTQI+ People*. American Counseling Association (ACA).  
 Gottman, J. & Schwartz Gottman, J. (2006). *Ten Lessons to Transform Your Marriage*. New York. Tree Rivers Press.  
 Green, S., & Flemons D. (2018). *Quickies. The Handbook of Brief Sex Therapy*. Norton.  
 Hall, K. & Graham, C. (2013). *The Cultural Context of Sexual Pleasure and Problems, Psychotherapy with Diverse Clients*. New York, Routledge.  
 Hite, S. (2004). *The Hite Report A Nationwide Study of Female Sexuality*. New York, Seven Stories Press.  
 Hunter, S. (2012). *Lesbian and Gay Couples*. Chicago: Lyceum Books, Inc.  
 Long, L., & Young, M. (2007). *Intimacy and Sexuality. In Counseling and therapy for couples (2nd ed.)* Belmont, CA: Thomson Brooks/Cole.  
 Nealy, E., (2017). *Transgender Children and Youth*. Norton  
 Nelson, Tammy. (2020) *Integrative Sex & Couples Therapy*. Pesi Publishing and Media.

- Merrill, D., S. & Pope M. (2012). *Casebook for Counseling Lesbian, Gay, Bisexual, and Transgender Persons and Their Families*. Alexandria, VA, American Counseling Association.
- Perel, E. (2007). *Mating in Captivity*. New York: Harper
- Perel, E. (2017). *The State of Affairs. Rethinking Infidelity*. HarperCollins Publishers.
- Richards, C., & Barker, M. (2013). *Sexuality & Gender for Mental Health Professionals: A practical guide*. Thousand Oaks, CA: SAGE.

### **Methods of Instruction:**

The method for instruction for this class is using CANVAS shell starting May 19<sup>th</sup> and synchronous meetings through Zoom, content on CANVAS is organized by MODULES, ongoing discussion with peers and instructor on discussion boards, textbooks, articles, videos, handouts and other materials for the basis of these discussions. Delivery approaches will include a variety of distance education approaches such as lectures, small discussion groups, whole class discussion, to acquaint students with sexuality counseling and related fields. During the Zoom meetings there will be opportunities for group discussions and Q&A time.

**Online Discussions & Activities:** Participation and attendance in the discussions and activities are essential components of this class. Students are expected to actively participate in the online class discussions and related activities according to the class schedule. Failure to actively participate will have an impact the final grade. Students are not going to be call by instructor to participate. These discussions and activities will provide students with opportunities for online dialogue, questions, and interactions related to the class material. Assignments and Rubrics will be posted on CANVAS. There will be multiple discussion topics throughout the course duration. Discussions are based on the readings; therefore, students must complete all assigned reading material during the course. Synchronous Zoom meetings are mandatory.

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### **Course Objectives/Requirements/Assignments:**

#### **Course Objectives:**

1. To become more comfortable and accepting of one's and others' sexuality.
2. To understand trends in sexual behavior and attitudes toward sexuality.
3. To increase awareness of the variety of human sexual responses, interests, practices and expressions.
4. To develop a working knowledge of treatment approaches commonly used in treating sexual concerns.
5. To become familiar with the research findings and limitations in the area of sexuality counseling for couples.
6. To understand the application and integration of sexuality counseling techniques within a broader therapeutic context.

## Course Requirements:

1. Attendance and appropriate class participation see Attendance policy at the end of this document. ***The links for the synchronous meetings are posted on the announcements tab on Canvas.***
2. Treatment plan and templates for a case study and will be provided on CANVAS.
3. Sexual history interview. Students will write a reaction paper regarding the process of conducting the interview with a peer.
4. Read the textbook as assigned prior to class meetings and be prepared to discuss in small groups and whole class.

## Required Behaviors:

Students are expected to attend all online and Zoom class sessions as listed on the course calendar. Attendance is essential for the success of this experience. Student participation will be tracked in the following ways: number of responses, depth of responses and general active time spent on Canvas. Tracking tools on the instructor interface help assess time and engagement in the course. Make sure you reach out to your instructor if you encounter difficulties and/or keeping up with the course, so we can help you find a solution, such as directing you to technical support or accepting your work through email if Canvas shows on the instructor end that your attempts to upload have been unsuccessful. **Technical assistance for CANVAS is (970) 351-4357.** Make sure you have your Bear number ready so they can look you up.

## Assignments & Grading

### 1. **Participation on Discussion Boards: 40 Points:**

Graduate students are expected to be responsible for regular and punctual DISCUSSIONS.

Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class during class discussions. Worth **40 points** of your final grade. Active participation is essential and will be evaluated in the following way:

- Excellent (80-100) – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- Satisfactory (69-79) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- Minimally Acceptable (48-68) – Passive participation: present, awake, alert, attentive, but not actively involved.

- Unsatisfactory (47 or less) – Uninvolved: absent, present but not attentive, sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion.

**There is a Rubric for expected discussion participation, and it is included every week on each module discussion for your reference.**

**2. Professionalism plus Participation on Zoom Meetings: 60 points:**

During this course I expect you to conduct yourself with the same level of professionalism expected of you in a work setting, this encompasses confidentiality and respect in your presentations and management during class, respect for faculty and peers in your conversation and behavior. Timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness and other appropriate activities.

**4. Sexuality Interview & Reflection Paper 20 points:** Each student will select a partner from class with whom they will conduct a sexuality interview. This activity is provided to allow students the experience of discussing personal sexual matters with another person in a learning environment. The paper is about the experience of conducting the interview and not about the content of the interview. **Use the Sexuality Interview in Exercise 2.1 of the Murray textbook on pages 37-38. Due: June 10<sup>th</sup> 2024.**

**5. Case Study and Treatment Plan 20 points:** Students will be provided with a case study to complete a case conceptualization. A specific template will be provided for students to write the case conceptualization. All headings on the template are required, students who do not have all headings will miss points. Students must describe clients in terms of their couple development, the history of the concern(s), possible causes of the concern(s), what promotes, maintains or inhibits the concern in a way that is strengths-based. The treatment plan should be specific for the concern to be addressed, the method or methods that will be utilized, the theoretical perspective from where the counselors inform their work, the timeframe of treatment. Students will be evaluated on the quality, accuracy, and succinctness of their paper. **Due: July 1<sup>st</sup> 2024.**

**Grading:** Final letter grades will be assigned based on the following distribution:

<b>A</b>	93-100	<b>C</b>	73-76
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	87-89	<b>D+</b>	67-69
<b>B</b>	83-86	<b>D</b>	63-66
<b>B-</b>	80-82	<b>D-</b>	60-62

C+ 77-79 F Below 60

Assignment	Points Assigned	Assessment of CACREP Standards	Points
Participation on Discussion Boards Professionalism & Participation on Zoom meetings.	60	MCFC.C.3. & MCFC.E.2	60
Sexuality Interview	20	MCFC.C.3. & MCFC.E.2	20
Case Study	20	MCFC.C.3. & MCFC.E.2	20
<b>Total</b>	<b>100 points</b>		<b>100 points</b>

### Schedule

Date	Topics	Assigned Readings	Notes
May 31 <sup>st</sup> through June 9 <sup>th</sup>	<b>Canvas Module 1</b> Positive Sexuality Introductions, overview of syllabus, <b>First Synchronous meeting May 31<sup>st</sup></b> <b>5:00 pm to 7:00 pm</b> Purpose & focus of the class.	<b>Murray Chapters 1 &amp; 10</b>	Objective:  Understand positive human sexuality
June 10 <sup>th</sup> June 24 <sup>th</sup>	<b>Modules 2-5</b> <b>Second Synchronous Meeting June 21<sup>st</sup></b> <b>5:00 to 7:00 pm</b>  Assessment Theories Physiology Interventions	Various Media and Articles included on Canvas Modules <b>Murray Chapters 2, 3 (from page 71-88) 4.</b>	

June 25 <sup>th</sup> to July 14 <sup>th</sup>	<b>CANVAS Modules 6 through 10</b> Lifespan Development Challenges in sexual Functioning Aging and Disability Considerations Diagnosis and Treatment Gender and Sexual Minorities Non-monogamy and diverse sexualities.	<b>Murray Chapters 5, 6, 7, 8, 9 and second half of chapter 3.</b>  Various Media and other readings included in your Canvas Modules	Contextual considerations beyond symptoms.  Cultural, Gender and other Contextual Factors
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**\*\*All assigned readings may not be discussed in class, and you are responsible for having read the material.**

**Attendance Policy:**

Attend and actively participate in all course sessions. Absences should be in case of emergencies and need documentation.

- Incomplete is given only in cases of illness, death in family, or other extreme circumstances. Proper documentation is required for an incomplete grade.
- You are expected to notify your instructor (not your peers) PRIOR TO DISCUSSION DUE date via email, if you need to be absent from class. In case of emergency email your instructor as soon as possible.
- If an emergency occurs while in class, talk with instructor before leaving class.

**University Regulations Absence Policy**

**3-2-109(2) Absence Policy.** Regular attendance in all classes is assumed. Each instructor determines the relationship between class attendance, the objectives of the class and the student’s grade. The instructor is responsible for informing students of attendance policies and the effect of attendance on their grade. The student is responsible for knowing the policy of each course in which he or she enrolls. Only the instructor can approve a student request to be absent from class. The student is responsible for requesting such approval when absence is unavoidable. Students involved in University-sponsored activities, including intercollegiate athletics, may need to be excused from a class, lab, or studio meeting. In all instances it is the student’s responsibility to present a written request for permission for the absence from the instructor. The student must also discuss how the absence will affect his/her ability to meet the course requirements. Students should do this as early in the semester as possible. While instructors should seek to the greatest extent possible, consistent with course requirements, to make reasonable accommodations for a student University of Northern Colorado Student Affairs 6 University Regulations involved in University-sponsored



activities, students should recognize that not every course can accommodate absences and neither the absence (nor the notification of an absence) relieves them from meeting the course requirements. In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student's responsibility to request, in writing, that the instructor permit the absence. The student must also discuss how the absence will affect the student's ability to meet the course requirements. A student should make any such requests before the course drop deadline for the semester. Attendance during the first two class sessions is required. The instructor has the option to drop a student from class if they do not attend the first two hours during which the class meets, in order to allow other students to enroll.

### **Late Paper Policy**

Students who turn in late papers will lose 10 points for every 24 hours the assignment is late (e.g. a paper that would have merited a "90" will received a "80", if submitted within 24 hours after the due date). Students may request an extension for a paper/assignment during the course of the semester, for emergencies only. An extension of a paper/assignment will only be granted at the discretion of Dr. Cardona.

**PowerPoint Presentations:** PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices. Text messaging is a distraction to other students and prevents you from full participation in class. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructors know. If you need to take a phone call during class, please step out of the classroom while you complete your call, this is part of your professional behavior grade 20%.

**Technology:** Students are welcomed to use computers for note taking only. All cell phones, tablets, and other electronic devices are to be turned off during class time. If a student has a particular need (is on-call for work or has children at home) he or she is expected to notify the instructor prior to the beginning of class so that accommodations can be made.

**Academic Conduct:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

**Disability Statement:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

## Diversity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, "The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation."

(See <http://www.unco.edu/hr/AAEO TitleIX.htm> <<http://www.unco.edu/hr/AAEO TitleIX.htm>> ).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

## Title IX: Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct).