Instructor: Betty Cardona PhD., LPC
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Face-to-Face Class Time
Friday June 7th 4pm-10 pm Lowry Campus AND
Friday June 21st 4pm-10pm Lowry Campus

Online Course Dates:
Saturday June 8th and Sunday June 9th. First weekend.
Saturday June 22nd, and Sunday June 22nd. Second Weekend

Room: TBA Lowry Campus check screen at front desk upon arrival.

This course has a CANVAS shell set up with all the instructions and access to online and Face-to-Face MODULES. Each Module contains ALL materials needed within each Module. The shell also includes instructions in how to use Canvas and technical support if needed. Students will have access to the course materials TWO WEEKS before class starts.

Prerequisite: none, students should consider this course once they have advanced standing in the program. Material examined and discussed in this class (media included) is considered sexually explicit. Students who are uncomfortable with explicit and detailed viewing or discussions of sexual issues, attitudes, behaviors and practices should consider whether participation in this course is appropriate for them at this time. Class discussion can be enhanced by appropriate self-disclosure. Students are reminded that they bear responsibility for the level and content of their self-disclosures and that such self-disclosure have no bearing on students’ final grade. Confidentiality is encouraged but cannot be totally guaranteed in this setting.

Course Description:
In this course, counseling trainees will explore positive sexuality, and the assessment and treatment of various sexual issues. Topics covered include: variations in sexual behavior and common sexual concerns. Diagnostic processes, treatment planning and therapeutic approaches for couples counseling are presented.

Knowledge and Skill Outcomes: Upon successful completion of this course students will:
1. Understand human sexuality (e.g., sex, sexuality, gender, sexual functioning, and sexual orientation) and its impact on family and couple functioning (CACREP MCFC.C.3). This standard is met by:
   - Case Study and Treatment Plan Assignment
   - Discussion questions

2. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, and same ex couples) (CACREP MCFC.E.2). This standard is met by:
   - Creative Project
   - Case Study and Treatment Plan Assignment
   - Discussion questions
   - Sexuality interview and reflection paper

3. Uses systems theory to conceptualize issues in marriage, couple, and family counseling. CACREP D.2 (MFT) This standard is met by:
   - Case Study and Treatment Plan Assignment
   - Discussion questions

4. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate. CACREP D.6 (MFT) This standard is met by:
   - Creative Project
   - Discussion questions
   - Sexuality interview and reflection paper

5. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s). CACREP E.4 (MFT) This standard is met by:
   - Creative Project
   - Case Study and Treatment Plan Assignment
   - Discussion questions

6. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families. CACREP F.4 (MFT). This standard is met by:
   - Case Study and Treatment Plan assignment
   - Discussion questions
• Sexuality Interview and reflection paper

This course infuses research as an integral part of informing the creative project as well as composing the case study and treatment plan. Students are expected to utilize available resources and databases to find and consume research related to course projects and assignments and include it in appropriate APA format. Relevant literature is reviewed and integrated into discussions, projects and class presentations.

COURSE CONTENT:
This course is recommended for advanced students. This course is designed to increase the awareness and effectiveness of counselors in understanding, assessing and treating various relational and sexual issues. In this course, counselors will explore positive sexuality, assessment and treatment of various sexual issues for couples. Topics covered include: theories, interventions, and contextual considerations, and common sexual relationship concerns. Various diagnostic and therapeutic approaches for addressing a variety of sexual concerns will be discussed. The course aims to increase competence in the area of sexuality counseling for couples.

Methods of Instruction:

The methods for instruction for this course is face-to-face meetings, online materials and assignments, ongoing discussion with peers and instructor online, including videos, handouts and other materials online for the basis of these discussions. In addition, two in-person meeting times on the Lowry campus. This course is hybrid; therefore, it incorporates traditional lecture and experiential activities as well as online delivery methods using CANVAS as the online platform. Delivery approaches will include a variety of distance education approaches such as video lectures, discussion groups, to acquaint students with sexuality counseling work in counseling and related fields. During the face-to-face portion of this class, there will be opportunities to participate in lectures, class discussions small group discussions.

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 (in CANVAS) and related activities according to the class schedule. These discussions and activities will provide students with opportunities for online dialogue, questions, and interactions related to the class material. Grades will be assigned according to the rubrics 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. It is expected that students participate in online discussions on the dates listed for the class times.

Required Text:
**Students are responsible for the information in the editions of the texts listed above. Should a student choose a different edition, they do so understanding that they may not have the most accurate/up to date information for tests or assignments.**

**Recommended Texts:**


**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 dysfunctions.
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 (e.g., role plays, case studies); see Attendance policy at the end of this document
2. Creative Project
3. Creation of a case study and treatment plan
4. Sexual history interview. Oral presentation of the process of conducting the interview.
5. Read the texts as assigned prior to class meetings and be prepared to discuss
**INFORMED CONSENT:** Due to the sensitive nature of the topic of this course, students are advised in advance to consider the following issues in taking this course:

1. **By remaining enrolled in this course beyond the first day of class, you are agreeing that you understand the points below and that you are willing to take part in this course.**
2. **Remaining in the course also indicates your agreement that you are willing to participate in assignments indicated in the syllabus for this course.** Students are encouraged to ask questions about the course at any time during the summer session should any specific concerns arise.
3. At times, controversial topics may be discussed in this course. It is expected that students may experience reactions to these topics, and students have already established opinions and values related to these topics. Although it is not necessary for students to agree with one another related to any controversial issues discussed in this course, students must agree to remain respectful of their classmates throughout the course.
4. Personal definitions of sexually graphic images and sexually explicit language vary widely. I will try to avoid presenting images and using language could be considered offensive to students. However, the nature of the course requires topics of conversation and images that may be considered by some to be “taboo” or uncomfortable are addressed. The intention of presenting such material is for clinical instruction, and I give careful consideration to the educational merit of such material in class. Students are asked to give the same careful consideration when they are bringing new material to the class through assignments and class discussions. Any questions regarding the appropriateness of materials students plan to present should be discussed with the instructor prior to presenting the material to the class.
5. This class may involve student self-reflection related to examining one’s personal values, beliefs, and biases surrounding human sexuality issues. Although the amount of time and energy each student devotes to this reflection varies, it is expected that each student remain open to this self-reflection throughout the course. The purpose of this self-reflection is to prepare students for managing their reactions, value conflicts, and biases that may arise when working with couples regarding sexuality issues that may negatively impact their clinical effectiveness with these individuals.
6. This course involves student participation and class discussion. Please note that this class is an educational and **NOT** a personal counseling experience. Therefore, self-disclosure of personal experiences related to sexuality is **not expected and/or required**. However, students may at times wish to share personal experiences related to the topics addressed in this course. In these situations, students should give careful consideration to their intentions for sharing such material and should share only the minimal amount of information required to convey the intended point.
7. Students are permitted to excuse themselves from the classroom when they deem necessary if the course activities or content is beyond their comfort level, please check with instructor.
8. During class activities, students may share personal information about themselves and their families. Please respect the privacy and confidentiality of other students in this class, and
adhere to professional confidentiality standards. Likewise, all materials submitted to me are treated as confidential information.

9. **Appropriate Class Involvement:** All students are expected to participate in a meaningful and appropriate manner. Class interactions are to be focused on the topic at hand or questions related to the topic. **Personal inquiries or personal stories that seem unrelated to the topic will be redirected by the instructor.** Although I understand that talking about the topic of sex and sexuality can be difficult, you are expected to verbally engage in the learning process.

**Required Behaviors:**

Students are expected to attend all online and face-to-face class sessions as listed on the course calendar. Attendance and participation in all face-to-face and online activities is essential for the success of the hybrid experience. Student participation will be tracked in the following ways: number of responses, depth of responses and general active time spent in 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.

(A) Come to online discussions having read the text assignment and prepared to discuss the reading and your reactions to it. You will be evaluated on your participation in the discussions of the information on group counseling.

(B) Come to class prepared to fully engage in the personal growth segment of the class. Attempt to self-disclose as much as you are comfortable and offer feedback to others in your group. Your behavior as a member of this group will not be evaluated for a grade. Confidentiality will be discussed and taken seriously.

**Assignments & Grading**

1. **Participation: 20 Points:** Graduate students are expected to be responsible for regular and punctual DISCUSSION attendance online. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in online class discussions. Worth **20 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 in your module discussion for your reference.

2. **Professionalism & Online Discussion Boards 20 points**: Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, during this course we 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, appropriate dress while attending class, respect for colleagues, faculty and others 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. Phones are allowed only when you have an emergency, or when you are on call, let instructors know in advance. Computers are allowed if they are used for class content only. The appropriate use of technology will be graded under professional behavior and will impact your final grade by 10 points.

3. **Creative Project 20 points**: This is an opportunity for you to get personally involved in an area of sexuality that you have not experienced. In addition, to the experiential activity, you are required to locate an article from the counseling academic literature on the topic, read it before your experience, and incorporate it into your reaction paper. Some suggestions include:

1. Involve yourself in the Colorado AIDS Project and receive HIV testing.
2. Review the quality of your own sexual relationship and develop ways to improve it.
3. Interview a gay, lesbian, bisexual, or trans* or Queer person.
4. Explore what sexuality counseling services are available in your community for LGBTQ persons. Go beyond searching websites. Take the initiative to speak with someone about them.
5. Visit an adult book or video store.
6. Create a project of your own that meets the purpose of the assignment. If you choose this option, explain your idea with the professor beforehand to ensure it will be accepted toward completion of the assignment. You are also invited to brainstorm with the professor or co-teaching assistant about your topic areas of interest and potential relevant creative projects.
Write a two-page reaction paper regarding your experience while completing this project. Include both your personal and professional reactions. Reaction papers must include a rationale for why this particular activity was selected or created, a brief overview of the project, how the student experienced the activity (positively and negatively), which components of the project (if any) led to comfort or discomfort for the student, an analysis of the experience and the chosen research article, and a reflection on how the student's reactions will inform his or her practice. This paper must be typed and double-spaced, 12 point font. Due June 7th. Come ready to discuss your paper in small groups during the first face-to-face meeting.

4. **Sexuality Interview & Reflection Paper 20 points:** Each student will select a partner from class with whom he or she will conduct a sexuality interview based on the format provided and discussed in class. This activity is provided to allow students the experience of discussing personal sexual matters with another person in a learning environment. Use the sexual history form to conduct interview (provided by instructor). You will be required to conduct this activity during the first weekend of class to help you get comfortable with working with sexuality topics. Due the day before our second Friday during the face-to-face meeting day: June 20th 11:59pm. Class meets on Friday 21st.

5. **Case Study and Treatment Plan 20:** Students will create an individual or couple case conceptualization for whom they will provide appropriate DSM-V diagnosis and treatment plan. Given that the DSM-V tends to use pathologizing language, you may have to reframe diagnoses and subsequently the treatment plan to reflect strengths-based language. Students must describe their hypothetical clients in terms of their individual, couple and family 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 address, the method or methods that will be utilize, the theoretical perspective from with the counseling basis your work, the timeframe for treatment and prognosis. No more than 10 pages; cover page and reference page required. Students will be evaluated on the quality, accuracy, and succinctness of their paper. Due on June 30th at 11:59pm. A template for the case study write-up will be posted in Canvas.

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

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>Below 60</td>
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<tr>
<td>Assignment</td>
<td>Points Assigned</td>
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<tr>
<td>Participation, Professionalism &amp; Discussions</td>
<td>40</td>
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<tr>
<td>Creative Project</td>
<td>20</td>
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<tr>
<td>Case Study</td>
<td>20</td>
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<tr>
<td>Sexuality Interview</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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**Schedule**

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June 7, 8, 9</strong> Weekend ONE</td>
<td>Introductions, overview of syllabus, Purpose &amp; focus of the class. Modules 1 through 5 Positive Sexuality Assessment Theories Physiology Interventions</td>
<td>Murray Chapters 1, 2, 3 (from 71-88 only), 4, and 10. Various Media and Articles included in your Canvas Modules</td>
<td>Objective: Understand human sexuality, theories and assessment Process.</td>
</tr>
<tr>
<td><strong>June 21, 22, 23</strong> Weekend TWO</td>
<td>Lifespan Development Challenges in sexual Functioning Aging and Disability Considerations Diagnosis and Treatment Gender and Sexual Minorities</td>
<td>Murray Chapters 5, 6, 7, 8, 9 and second half of chapter 3. Various Media and other readings included in your Canvas Modules</td>
<td>Contextual considerations beyond symptoms. Cultural, Gender and other Contextual Factors</td>
</tr>
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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.

- Only one excused absence will be approved, any additional absences will result in a drop of a FULL letter grade.
- If a student is not present during a lecture by instructors or student’s presentation, the student will need to demonstrate review of the information and provide a brief paper addressing the specific content missed in class due the following session.
- A student who misses more than four hours (consecutive or otherwise) including coming late to class or retuning to the classroom after a break, will automatically receive a full letter grade reduction on their final grade and/or may receive an incomplete for this course.
- 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 CLASS 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 is he or she does 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 an “90” will receive a “80”, if submitted within 24 hours after the due date). Any paper submitted after the due date and time (11:59pm of due date), will receive a ten-point deduction. 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, personal electronic devices should not be on your desk. 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 10%.

**Technology:** Students are welcomed to use computers for note taking only. The instructor reserves the right to ask a student to discontinue use of his or her computer if it is being used for other purposes (email, surfing the web, or gaming). All cell phones, tables, 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](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.