

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

**Instructor:** Ruoxi Chen, Ph.D., LMFT, LPC

**Phone:**

**Office:** Strauss 369

**Office Hours:** By appointment only

**Email:** [chen@ulm.edu](mailto:chen@ulm.edu)

*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, Counseling, and Special Accommodations Center website. ULM's official 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**

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**Content Areas**

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

- **Place some overall content areas/goals here.**

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**Objectives**

**Program Objective related to CACREP 5.F. MCFC**

Students will demonstrate *content* knowledge related to the Marriage, Couple, Family Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.

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**CACREP Standards**

**From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.G and CMHC 5.C.**

**Standards  
MCFC**

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 systemic sex therapy* (4<sup>th</sup> ed.). New York: NY: The Guildford Press.
- Hertlein, K. M., Weeks, G. R., & Gambescia, N. (Eds.). (2008). *Systemic sex therapy*. Routledge. ISBN 0-78903-669-X
- Weeks, G., & Hof, L. (Eds.). (1987). *Integrating sex and marital therapy: A clinical guide*. New York: Brunner Mazel Publishers. ISBN 0-87630-447-1.
- Wincze, J., & Carey, M. (2001). *Sexual dysfunction: A guide for assessment and treatment* (2<sup>nd</sup> ed.). New York: Guilford Press.

\* Copies of readings other than from “required texts” will be made available to students.

### Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students bare responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

## **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.

## **Instructional Methods**

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, recorded clinical assessment demonstrations, and assigned readings. Students are required to engage in a discussion board. Students can participate in regularly held live discussion boards, where they can interact with the professor and other students over Zoom.

## **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 on 6/11/2023 @ 11:59PM and the second part will be due on 6/23/2023 @ 11:59PM, central time.**

As human beings we are inundated with values and beliefs that bias our interpretation of others' experiences. As mental health professionals (MHPs), it is our obligation to become aware of our values and beliefs as well as understand how they can impede our clinical work. *Invisible beliefs can be the death of personal growth in our profession.* Thus, to remain effective and professional as MHPs and to better serve our clients, we should explore our values and beliefs we hold towards human sexuality topics. This is not to make us "objective" (as it's debatable that such a position exists) but to become aware of the positions we hold in relation to human sexuality as well as others different from us. Everyone has **core values and beliefs** constructed by perceptions, attitudes, and experiences with the world. As MHPs, these beliefs can prevent us from connecting with troubled clients by invisibly influencing how we perceive them, their lifestyle, and their problems. Our lack of awareness can negatively impact the therapeutic process.

***There is no right or wrong position, nor is it the purpose of this paper to change what and how you see another person and/or topic.*** The purpose of this assignment is to generate awareness in how we actively uphold beliefs about human sexuality topics. We are also active in keeping or changing those values when we recognize them as incompatible to our goals if we so choose. This assignment is a subjective account of your core values and how they will challenge your ability to be open and/or close (as we all are both) towards the topics covered in this course, and by extension, clients presenting with sexual issues. Each of these two assignments will have different purposes and rubrics associated with them and are explained in the Core Value Assignment tabs located in Moodle.

***\* All written assignments must be in APA formatting. Points will be deducted if the writing is not in appropriate format.***

## **B. Grading Scale**

A=90-100%

B=80-89%

C=70-79%  
F=69% or lower

## Bibliography

### Contemporary References

- Carroll, J. L. (2006). *Sexuality now: Embracing diversity* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth/ Thompson Learning.
- Chernin, J. N., & Johnson, M. R. (2003). *Affirmative psychotherapy and counseling for lesbians and gay men*. Thousand Oaks, CA: Sage Publications.
- Degenova, M. K., & Rice, F. (2005). *Intimate relationships, marriages, and families* (6<sup>th</sup> ed.). CA: McGraw-Hill.
- Forsyth, A. (2001). *A natural history of sex: The ecology and evolution of mating behavior*. Buffalo: Firefly Books.
- Hertlein, K. M., Weeks, G. R., & Gambescia, N. (Eds.). (2009, in press). *A clinician's guide to systemic sex therapy*. New York: Routledge.
- Kamen, P. (2000). *Her way: Young women remake the sexual revolution*. New York: NY University Press.
- Kleinplatz, P. (2001). *New directions in sex therapy: Innovations & alternatives*. New York: Routledge.
- Kimmel, M. S., & Plant, R. F. (Eds.). (2004). *Sexualities: Identities, behaviors, and society*. Oxford: Oxford University Press.
- Hyde, J. S., & DeLamater, J. D. (2005). *Understanding human sexuality* (9<sup>th</sup> ed.). Boston: McGraw-Hill.
- Lamb, S. (2006). *Sex, therapy, and kids: Addressing their concerns through talk and play*. New York: W.W. Norton & Co.
- Leiblum, S. R. (2007). *Principles and practice of sex therapy* (4<sup>th</sup> ed.). New York: Guilford Press.
- Weeks, G. R., & Gambescia, N. (2000). *Erectile dysfunction: Integrating couple therapy, sex therapy, and medical treatment*. New York: W.W. Norton & Co.
- Wincze, J. (2008). *Enhancing sexuality: A problem-solving approach to treating dysfunction* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

### Classic References

- Blumstein, P. & Blumstein, P. (1983). *American couples*. New York: William Morrow and Company.
- Bullough, V. & Bullough B. (1995). *Sexual attitudes*. Buffalo: Prometheus Books.
- Burton, R. (1962). *The kama sutra of Vatsyayana*. New York: Dorset Press.
- Carlson, J., & Sperry, L. (Eds.). (1999). *The intimate couple*. Philadelphia: Brunner/Mazel.
- Dolan, Y. (1991). *Resolving sexual abuse: Solution-focused therapy and Eriksonian hypnosis for adult survivors*. New York: W.W. Norton & Co.

- 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*. New York: St. Martin's Press.
- Reiss, I. (1990). *An end to shame: shaping our next sexual revolution*. Buffalo: Prometheus Books.
- Scanzoni, J. (1972). *Sexual bargaining: Power politics in the American marriage* (2<sup>nd</sup> ed.). Chicago: University of Chicago Press.
- Schnarch, D. (1991). *Constructing the sexual crucible: An integration of sexual and marital therapy*. New York: W.W. Norton & Co.
- Schnarch, D. (1998). *Passionate marriage: Keeping love and intimacy alive in committed relationships*. Holt Paperbacks.
- Skeen, D. (1991). *Different sexual worlds: Contemporary case studies of sexuality*. Lexington, KY: Lexington Books.

### Key Professional Journal

<i>American Journal of Sexuality Education</i>	<i>Journal of Marriage and Family</i>
<i>Annual Review of Sex Research</i>	<i>Journal of Psychology and Human Sexuality</i>
<i>Archives of Sexual Behavior</i>	<i>Journal of Sex Education and Therapy</i>
<i>Canadian Journal of Human Sexuality</i>	<i>Journal of Sex and Marital Therapy</i>
<i>Culture, Health, &amp; Sexuality</i>	<i>Journal of Sex Research</i>
<i>European Journal of Sexual Health</i>	<i>Journal of Sexual Medicine</i>

COUN6062

*Int'l Journal of Sexuality and Gender Studies*  
*Journal of the History of Sexuality*  
*Journal of Human Sexuality*  
*Journal of Marital & Family Therapy*

*Journal of Sexuality Research and Social Policy Law & Sexuality*  
*Sexuality & Culture*  
*Sexuality and Disability*  
*Theology & Sexuality*

**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 deviations from this will be at the professor's discretion.

**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 not be tolerated. "Plagiarism is the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered for credit." Using others' ideas without appropriate citation is unacceptable, and students who are caught plagiarizing will face consequences outlined by ULM.

**4. Course Evaluation Policy:** Students are expected to complete the on-line course evaluation at the end of the semester.

**5. Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/cass/](http://www.ulm.edu/cass/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services web site ([www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)).

**6. Emergency Procedures:** In the event of an emergency, please follow the safety guidelines outlined by ULM.

**7. Discipline/Course Specific Policies:** We will have a learning climate that respects diversity and individual differences, and we will encourage open-minded exploration of differences among individuals. A student is in charge of what he/she chooses to disclose in front of classmates. Information shared in class will be considered confidential. Attending this class signifies a contract to respect one another's vulnerabilities and avoid discussing personal disclosures outside the classroom.

**8. Incomplete Policy:** Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the



professor prior to the end of the term in order to receive an “incomplete” (see Page 13 in ULM Student Policy Manual – [www.ulm.edu/studentpolicy/](http://www.ulm.edu/studentpolicy/)).

**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> <i>*The instructor reserves the right to adjust the schedule as needed.</i>			<b>Corresponding CACREP Standards</b>
<b>Week 1</b>	May 30	<i>Problematic Sexual Issues</i> <ul style="list-style-type: none"> <li>• Read Flemons &amp; Green (2018) – Therapeutic quickies: Brief relational therapy for sexual issues.</li> <li>• Read O’Hanlan (2018) – Come again?: From possibility therapy to sex therapy.</li> </ul>	8, 10.
	May 31	<i>Sexual Dysfunction</i> <ul style="list-style-type: none"> <li>• Read Pukall &amp; Bergeron (2021) – Sexual Dysfunctions</li> <li>• Frances (2013) – Sexual and Gender Issues</li> </ul>	
	June 1 - 2	<i>Introduction to Working with Sexual Issues</i> <ul style="list-style-type: none"> <li>• Read Ridley &amp; Gambescia (2009) – What every sex therapist needs to know.</li> <li>• Read Doherty (2002) – How therapists harm marriages and what we can do about it.</li> <li>• Read Doherty (2002) – Bad couples therapy: How to avoid doing it</li> </ul>	
<b>Week 2</b>	June 5	<i>Behavioral Approaches to Couple Therapy</i> <ul style="list-style-type: none"> <li>• Read Baucom, Epstein, LaTaillade, &amp; Kirby (2008) – Cognitive-behavioral couple therapy</li> <li>• Read Dimidjian, Martell, &amp; Christensen (2008) – Integrative behavioral couple therapy</li> </ul>	8, 10.
	June 6-7	<i>Systemic Approaches to Couple Therapy</i> <ul style="list-style-type: none"> <li>• Read Hoyt (2015) – Solution-focused couple therapy.</li> <li>• Ready Freedman &amp; Combs (2015) – Narrative couple therapy.</li> </ul>	

	June 8 - 9	<p><i>Special Populations and Topics in Sex and Couple Therapy</i></p> <ul style="list-style-type: none"> <li>• Read Green &amp; Mitchell (2015) - Gay, lesbian, and bisexual issues in couple therapy.</li> <li>• Read Gordon, Baucom, Snyder, &amp; Dixon (2008) – Couple therapy and the treatment of affairs</li> </ul> <p><b>Assignment Due: Core Values Assignment One – 6/11 @ 11:59PM</b></p>	
Week 3	June 12	<p><i>History and Context of Sexuality</i></p> <ul style="list-style-type: none"> <li>• Read <i>Sexuality Now</i>, Ch 1- Exploring Human Sexuality: Past and Present</li> </ul>	8, 10.
	June 13-14	<p><i>History and Context of Sexuality cont.</i></p> <ul style="list-style-type: none"> <li>• Read <i>Sexuality Now</i>, Ch 2 – Understanding Human Sexuality: Theory and Research</li> </ul>	
	June 15-16	<p><i>Sexual &amp; Gender Development</i></p> <ul style="list-style-type: none"> <li>• Read <i>Sexuality Now</i>, Ch 4 – Gender Development, Gender Roles, and Gender Identity</li> <li>• Read <i>Sexuality Now</i>, Ch 11 – Sexual Orientation</li> </ul>	
Week 4	June 19	<b>EXAM 1 – Opens at 1:00AM 6/19; Closes at 11:30PM 6/22</b>	8, 10.
	June 20-21	<p><i>Sexual Development and Expression</i></p> <ul style="list-style-type: none"> <li>• Read <i>Sexuality Now</i>, Ch 7 – Love and Intimacy</li> <li>• Read <i>Sexuality Now</i>, Ch 16 – Varieties of Sexual Expression</li> </ul>	
	June 22-23	<p><i>Challenges to Sexual Functioning and Intimacy</i></p> <ul style="list-style-type: none"> <li>• Read <i>Sexuality Now</i>, Ch 14 – Challenges to Sexual Functioning</li> <li>• Read <i>Sexuality Now</i>, Ch 15 – Sexually Transmitted Infections</li> </ul> <p><b>EXAM 2 – Opens at 1:00AM 6/22; Closes at 11:30PM 6/25</b></p> <p><b>Assignment Due: Core Values Assignment Two – 6/23 @ 11:59PM</b></p>	

**KPI Assessment COUN 6062 Grading Rubric**  
**This will be assessed in your Tevera account.**

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

NA: Not Applicable

Note: Ratings of 3 or above indicate performing well for student’s stage of development.

**Assignment Specific Requirements and Professional Identity 2024 CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP Standards</b>	<b>Performance Level 1-5</b>
	<b>MCFC</b>	
Principles and models of assessment and case conceptualization from systems.	8.	
Techniques and interventions of marriage, couple, and family counseling.	10.	
This data will be collected and stored in Tevera.		