

North Carolina Central University

*“Communicating to Succeed.”*

**School of Education**

***"Preparing Educators for Diverse Cultural Contexts for the 21st Century."***

**Counselor Education Program (CEP)**

The Counselor Education Program’s mission: *The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.*

# ***Syllabus***

# CON 5305

Human Sexuality in Counseling

## Summer 2023|Asynchronous

## 3 Credit Hours

**Instructor**: Kyla Marie Kurian, PhD, LCMHC, QS

**Office**: 2122 School of Education

**Phone**: 919.530.6692

**WebEx Office:** https://nccu.webex.com/meet/kkurian

**Email:** kkurian@nccu.edu (Best way to contact me.)

**Class Meeting: None**

**Office Hours:       None WebEx:** https://nccu.webex.com/meet/kkurian

**\* If you are would like to set a meeting time during office hours please email in advance at kkurian@nccu.edu to set up an appointment. This will help me coordinate student visits and/or meetings. Please note that EMAIL is the best way to contact me.**

## Required Texts

* Select Readings
* American Psychological Association (2019). ***Publication Manual of the American Psychological Association*** (7th Edition). 978-1433832178
* Films: There will be some films that are required for this course.

## Other Suggested Text & Readings:

Grammar Handbook: Glenn, C. & Gray, L. (2006). *Hodges’ Harbrace Handbook.* (16th ed.) Cengage Learning

(ISBN-13: 9781413010312)

Synopsis: Continuously evolving to address the needs of students, the Hodges' Harbrace Handbook, Sixteenth Edition, guides student writers in developing their understanding of the rhetorical situation. Through this understanding, they learn how to write effectively-how to choose the most effective information, how to arrange it effectively, and how to decide on the most appropriate language to use when writing for any audience. This grammar-first handbook comprehensively covers grammar, style, punctuation, and mechanics as situated around rhetorical concerns-the writer, reader, message, context, and exigence (the reason for writing).

***Three suggestions for improving your writing:***

1. *Please consult the APA manual and a grammar book;*
2. *You may also go to the University’s writing and speaking studio: Phone number contact is* 919-530-6035 and for more detailed information go to the web page at <http://www.nccu.edu/administration/academicaffairs/writingstudio/index.cfm>; *and/or*
3. *Read peer reviewed journals articles in the mental health field to learn how academic papers should be written.*

**TaskStream Statement & Requirement:**

TaskStream is an electronic portfolio adapted by the School of Education. Please check with your department or program for the required assignments to upload.

**Website**: <http://onlinecourse.nccu.edu/> This class will be online and utilize the campus “Blackboard” system. Every candidate/student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account please call Bb or the IT department **first** at 530-7676. Please see the last page of syllabus for instructions on Bb Access instructions.

**Class Discussion:** Class discussion will be on FLIP. Please see: <https://flip.com/2673dc6f>.

**Email Correspondence:** When contacting me via email your email subject line should be relevant to your email content. Please use “CON 5305:” and then describe the nature of your email.

**Instructor’s Correspondence Times**

|  |  |  |
| --- | --- | --- |
| **Type of Correspondence** | **Timeframe** | **Special notes** |
| Emails | Approximately 24 hours | 1) Emails sent before 4pm Monday-Thursday will receive a response within 24 hours.  2) Emails sent after 4pm Friday or on the weekend will receive a response within 24 hours beginning at 8am Monday. |
| Grading Weekly Assignments (quizzes, papers, exams, etc.) | 1 week + | Late assignments, if accepted, the student acknowledges and understands the instructor may not provide the student with feedback and/or a grade before the semester’s grading period ends. |
| Telephone Calls, WebEx or Skype | Please email to set a time for a telephone conference, call or Skype | On an as needed basis. |

**Course Description**

This course addresses the major sexuality-related counseling issues likely to be faced by professional mental health and/or school counselors today. The course is designed to teach students the dynamics of sexuality-related dysfunctions, the empirical research related to these problems, and the counseling models considered best practice in addressing these issues. The pedagogy includes class lectures and web-delivered knowledge, but also a weekly experiential component for students to begin developing their skills in counseling these often-sensitive areas.

Currently, North Carolina is not one of those states that should have human sexuality as a core course however states like Florida, consider it to be mandatory. The Florida 491 Board identified eleven areas of human sexuality as preferable to include in this course for it to fulfill the curriculum requirement for mental health counselor licensure. All eleven areas are covered.

**Course Purpose:**

The main purpose of this course is to facilitate student understanding of the significant theories, etiology, and dynamics of the dysfunctions, social issues, empirical research and treatment models for today’s major human sexuality-related issues for school and mental health counselors. Secondary purpose of this course is to provide curriculum required by some states such as Florida for licensure as a mental health counselor. Although North Carolina does not require this course we will explore how best the human sexuality contents of this course can benefit mental health, career, and school counselors. The last purpose is to provide the atmosphere for counselor-in-training to feel comfortable with sexually related terms and definitions.

Primary emphases include those human sexuality areas most likely to be encountered by professional counselors in schools and community mental health agencies. The course includes an experiential component for every unit that allows students to practice the treatment guidelines they are learning with classmates, prior to their practicum with actual clients.

**Course Methodology:**

### Students will learn through reading, Blackboard interactive mood, videos, learning extensions, PowerPoints and active participation in class. Students will be expected to work in blackboard every week in order to maximize engagement with peers and the course material designed to enhance their practical knowledge of contemporary topics in working with individuals will human sexuality issues. Students will be active learners as they demonstrate knowledge and enhance competencies and skills to meet the educational and socio-emotional needs of persons with human sexuality issues.

**Course Goal and Objective**

|  |  |  |
| --- | --- | --- |
| |  | | --- | | **Goals:** The goals of this course are to first, facilitate student comfort and confidence levels in working with sensitive human sexuality counseling issues; and, second, facilitate development of (at least) minimal skills in working with the range of issues covered in this course; and, third, facilitate student understanding of dynamics, research and treatment approaches for one of these issues, likely to be encountered in their professional setting, in considerable depth.  **Objectives:**  The following are the objectives of the course:   1. Describe the influence of family and early-life developmental variables on individuals’   sexual values, attitudes and behaviors.   1. Describe the role of language and basic counseling communication skills in providing effective counseling to persons experiencing sexuality conflicts. 2. Identify major variables and dynamics to be considered when providing sexuality counseling to couples. 3. Identify etiology, predominant dynamics and treatment approaches for sexually dysfunctional behaviors. 4. Identify major features of the human female and male sexuality response; identify significant issues in these areas today; best practice counseling and medical approaches and current foci of research. 5. Describe current significant counseling-related issues in the AIDS health epidemic; identify major features of effective counseling for prevention of *AIDS*. Identify major counseling variables significant to working with *AIDS*-infected and affected persons. 6. Describe major counseling-related issues of homosexual adults and teens; identify developmental stages of self-acceptance; identify effective counseling models for addressing these issues. Describe current social issues related to gay and lesbian issues. 7. Describe the significant personal and social dynamics related to human sexuality and violence, in particular sexual abuse of children and adolescents and rape. 8. Describe the dynamics and major counseling-related issues of rape; identify counseling models for addressing these issues. 9. Describe major issues related to children’s and adults’ memory of sexual abuse; identify counseling models for effectively addressing these issues. 10. Identify major counseling variables and counseling models for addressing sexual abuse in children, adolescents’ females and males, and adult women and men. 11. Define personality variables and behaviors of major classes of sex offenders, including rapists and pedophiles. Identify treatment approaches for sex offenders. 12. Describe significant features of sexual addiction and major treatment approaches. 13. Describe major sexuality issues of today’s adolescents. 14. Identify major dynamics and counseling approaches to facilitate sexual and   Emotional intimacy.   1. Describe counseling-related human sexuality issues for special populations,   including various cultural groups, the handicapped, and the elderly.   1. Students in the professional mental health counseling track will develop a treatment 2. Plan for a population and/or problem they are likely to encounter in their professional employment. This plan will be based on empirical literature, best practices and environmental parameters. 3. School counselor students will develop an intervention or prevention curriculum for   use in their school setting. The curriculum should be integrated with the academic curriculum if at all possible. The focus of the curriculum should be a child-based human sexuality issue.  The goal of this course is also to cover all of the core knowledge of The American Association of Sexuality Educators, Counselors and Therapists (AASECT). Following are the different core knowledge areas.   1. Ethics and ethical behavior 2. Developmental sexuality from a bio-psycho-social perspective across the life course. 3. Socio-cultural, familial factors (e.g., ethnicity, culture, religion, spirituality, socioeconomic status, family values,) in relation to sexual values and behaviors 4. Issues related to Sexual Orientation and/or Gender Identity: heterosexuality; issues and themes impacting lesbian, gay, bisexual, pansexual, asexual people; gender identity and expression. 5. Intimacy skills (e.g., social, emotional, sexual), intimate relationships, interpersonal relationships and family dynamics. 6. Diversities in sexual expression and lifestyles, including, but not limited to polyamory, swinging, and tantra. 7. Sexual and reproductive anatomy/physiology 8. Sexual and reproductive anatomy/physiology 9. Health/medical factors that may influence sexuality including, but not limited to illness, disability, drugs, mental health, conception, pregnancy, childbirth, pregnancy termination, contraception, fertility, HIV/AIDS, sexually transmitted infection, other infections, sexual trauma, injury, and safer sex practices. 10. Range of sexual functioning and behavior, from optimal to problematic, including but not limited to common issues such as: desire discrepancy, lack of desire, difficulty achieving or maintaining arousal, sexual pain and penetration problems, difficulty with orgasm. 11. Sexual exploitation, including sexual abuse, sexual harassment, and sexual assault. 12. Cyber sexuality and social media. 13. Substance use/abuse and sexuality. 14. Pleasure enhancement skills 15. Learning theory and its application. 16. Professional communication and personal reflection skills. 17. History of the discipline of sex research, theory, education, counseling, and therapy. 18. Principles of sexuality research and research methods.   **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 that are 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 many 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 that could be considered offensive to students. However, the nature of the course requires that 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 course 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 clients about 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 counseling experience. Therefore, self-disclosure of personal experiences related to sexuality is not expected. 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. During 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.   If you agree to this statement, you will be asked to answer:  a. Yes I agree b. No I disagree  Complete in Blackboard under the May 23, 2023 folder. | |  | |

ASSIGNMENTS

1. **Summaries and notes** (100 points)

Every week you will have readings and films. You are required to take paraphrased notes of the readings and films. Notes should represent a complete picture of the week. Use one of the 5 methods from the [“How to take notes from a textbook” article](https://www.wikihow.com/Take-Notes-from-a-Textbook). (<https://www.wikihow.com/Take-Notes-from-a-Textbook>) Upload notes in APA format and Include in text citations and a reference page as well.

1. **Weekly FLIP Video** (10 per week/ 100 points)

Please read and answer questions on FLIP.

1. **Case Conceptualizations** (200 points)

**Instructions** (Please see the folder in Black Board for more information.)

STEP 1: Please select a client from the three films. Watch as many times as possible.

STEP 2: Read the article on Case Conceptualizations and the presentation on the 8 P's of case conceptualizations.

STEP 3: Submit the client that you will analyze.

STEP 4: Refer to readings, videos, and case studies. Identify what AASECT Core Knowledge Areas that would be covered in therapy with client.

STEP 5: Develop presentation using 8 P format: Use images and photos at least 85/90% of slides, record audio for each slide, number each slide, include references of each slide if it applies, include a reference page.

1. Peer Review of Presentation (75 points)
   1. Choose three to review

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Readings** | **Films & Supplemental Materials**  Reader Book Symbol - Free vector graphic on Pixabay | **Assignments with**  **Due Dates**  **assignment[1]**  **All Assignments Due 11:59PM Mondays** |
| WEEK 1 | AASECT Core Knowledge Areas: <https://www.aasect.org/certification/core-knowledge-areas>  *An Introduction to Proposed Human Sexuality Counseling Competencies*  <https://link.springer.com/article/10.1007/s10447-017-9314-y>  *Everything you need to know about sex therapy* <https://www.blueheart.io/sex-therapy>  “The Pie of Desire”: A Case Study | **Watch:** How To Become a Sex Therapist in USA [AASECT APPROVED!] https://www.youtube.com/watch?v=XuHTfPrZxns  How can I improve my sex life?  <https://youtu.be/Y2Ib4J-syhE>  **Watch:** Woman has sex with clients for therapy <https://www.youtube.com/watch?v=ag2iAHSdFYY&pp=ygUTc2V4IHRoZXJhcHkgc2Vzc2lvbg%3D%3D> | -Notes Due    Please log on to ***Flip*** https://flip.com/2673dc6f  and Introduce yourself. Due 5/24/2023  ***Week One Questions for Flip*** Video Response to Questions due 5/26/2023  FLIP: Written or video responses due Colleagues by Monday May 29th |
| WEEK 2 | Read: Article - [*The Circles of Sexuality: Promoting a Strengths-based Model Within Social Work that Provides a Holistic Framework for Client Sexual Well-being*](https://kuscholarworks.ku.edu/bitstream/handle/1808/30270/22_Rooted%20in%20Strengths_Turner_1.pdf?sequence=5) *(p. 305-325)*  *Counseling the Polyamorous Client: Implications for Competent Practice* <https://www.counseling.org/docs/default-source/vistas/counseling-the-polyamorous-client-implications.pdf?sfvrsn=9>  *Therapist Values: Assessing and Treating: Traditional and Nontraditional Relationships*  *Case conceptualization: Key to highly effective counseling*  <https://ct.counseling.org/2020/12/case-conceptualization-key-to-highly-effective-counseling/>  *The 8 P's of Case Conceptualization Presentation*  <https://prezi.com/p/dcdhqyuhnntm/the-8-ps-of-case-conceptualization/> | Sex Addict interview-Drew https://www.youtube.com/watch?v=8ILMfFDbHQQ |  |
| WEEK  3 | *Columbia University’s Reproductive Health Module*  *SECTION I: Reproductive Anatomy and Physiology – Please read the entire section.* [*http://www.columbia.edu/itc/hs/pubhealth/modules/reproductiveHealth/contraception.html*](http://www.columbia.edu/itc/hs/pubhealth/modules/reproductiveHealth/contraception.html)  **Additional Articles that cover AASECT topics** | **Psychotherpy.net:** Couples and Infertility: Moving Beyond Loss  with The Ackerman Institute  **Sex & Intimacy in Marriage | Part 1 | Couch Conversations**  [**https://youtu.be/PeJIbj\_OpH8**](https://youtu.be/PeJIbj_OpH8)  **You Need To Give Her THIS Kind Of Intimacy...** [**https://youtu.be/miVsiHBSZyE**](https://youtu.be/miVsiHBSZyE) |  |
| WEEK 4 | *Sex Addicts Anonymous (SAA)*<https://saa-recovery.org/>  *Goop’s sex therapist on her radical approach to sexual pleasure*  <https://www.theguardian.com/film/2021/nov/16/goops-sex-therapist-on-her-radical-approach-to-sexual-pleasure>  Counselor Shares 5 Strategies to Keep Kids from Porn Addiction  **Additional Articles that cover AASECT topics** | * **Watch:** Let’s Talk Porn | Maria Ahlin | TEDxGöteborg - <https://www.youtube.com/watch?v=DBTb71UzPmY> * Maria Ahlin on How to break the habit of watching Porn <http://www.youtube.com/watch?v=l91Xw4z0LoM>   One Woman Opens Up About Her Journey Through Sex Addiction: <https://www.youtube.com/watch?v=j1mxe5f_t2I>   * Netflix: Principles of Pleasure |  |
| WEEK  5 | *Should I Coordinate with a Sex Therapist? The Answer is YES!* <https://louisianapsychologicalassociation.org/sex-therapy/>  **Additional Articles that cover AASECT topics** |  |  |

**Films to Analyze**

|  |  |  |  |
| --- | --- | --- | --- |
| **Movie** | **Year** | **Rating** | **Synopsis** |
| Buy Addicted - Microsoft Store en-GB | **2014** | **R** | Successful businesswoman **Zoe Reynard** (Sharon Leal) seems to have a charmed life. She has a wonderful, loving husband (Boris Kodjoe), two beautiful children and a thriving career. However, as perfect as her life might look to other people, Zoe is secretly tormented by nymphomania. Her need for constant sexual gratification leads her into a secretive existence -- one that, ultimately, may put her family, career and life on the line.  1 hour 46 minutes  Available on Amazon Prime for rental ($3.79). |
| The Sessions Movie Review | Common Sense Media | **2012** | **R** | Though a childhood bout with polio left him dependent on an iron lung, **Mark O'Brien** (John Hawkes) maintains a career as a journalist and poet. A writing assignment dealing with sex and the disabled piques Mark's curiosity, and he decides to investigate the possibility of experiencing sex himself. When his overtures toward a caregiver (Annika Marks) scare her away, he books an appointment with sex surrogate Cheryl Cohen Green (Helen Hunt) to lose his virginity.  1 hour 35 minutes  Available on Amazon Prime for rental ($4.79). |
| **Philadelphia Full Movie Online - Watch HD Movies on Airtel Xstream Play** | **1993** | **PG-13** | Fearing it would compromise his career, lawyer **Andrew Beckett** (Tom Hanks) hides his homosexuality and HIV status at a powerful Philadelphia law firm. But his secret is exposed when a colleague spots the illness's telltale lesions. Fired shortly afterwards, Beckett resolves to sue for discrimination, teaming up with Joe Miller (Denzel Washington), the only lawyer willing to help. In court, they face one of his ex-employer's top litigators, Belinda Conine (Mary Steenburgen).  2 hour 5 minutes  Available on Amazon Prime for rental ($3.89). |

**COURSE EVALUATION**

*METHOD POINTS*

Summary/Notes of Readings & Films 100 (20 points per week)

PowerPoint 200

Weekly FLIP Video 100

Peer Review 75

*TOTAL 475*

**GRADING SCALE**

**475-425 A**

**424-377.6 B**

**376-330 C**

**<330 F**