



North Carolina Central University
Department of Allied Professions
"Communicating to Succeed"



The School of Education's Vision:

To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

Counselor Education Mission:

North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Counselor Education Program prepares professional counselors to work in career, school, and mental health settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

CON 5305-OL2-Human Sexuality Issues in Counseling
Summer II-2023
SYLLABUS

Instructor Information

Name: Dr. Levette S. Scott, LCMHC-A, RN, Licensed K-12 School Counselor (NC), NCC Associate Professor and Director of Career Counseling Program

Location: Virtually

Email: Levette.scott@nccu.edu
You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday during virtual office hours.
Grade Turn-Around: Feedback and grading will take one week after due date.

Telephone: 919-530-6212

Alternate: Juls Joyner (Administrative Assistant: 919-530-7289)

About This Course

Mandatory Orientation Class

Date: Thursday, June 29th, 2023 **Time:** 7:00 p.m. – 9:30 p.m. via WebEx

Course Location: Online

Office Hours: NO OFFICE HOURS

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, Canvas interactive mood, videos, learning extensions, PowerPoints and active participation in class. Students will be expected to work in Canvas 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 with 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.
2. Describe the role of language and basic counseling communication skills in providing effective counseling to persons experiencing sexuality conflicts.
3. Identify major variables and dynamics to be considered when providing sexuality counseling to couples.
4. Identify etiology, predominant dynamics and treatment approaches for sexually dysfunctional behaviors.
5. 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.
6. 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.
7. 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.
8. Describe the significant personal and social dynamics related to human sexuality and violence, in particular sexual abuse of children and adolescents and rape.
9. Describe the dynamics and major counseling-related issues of rape; identify counseling models for addressing these issues.
10. Describe major issues related to children's and adults' memory of sexual abuse; identify counseling models for effectively addressing these issues.
11. Identify major counseling variables and counseling models for addressing sexual abuse in children, adolescents' females and males, and adult women and men.

12. Define personality variables and behaviors of major classes of sex offenders, including rapists and pedophiles. Identify treatment approaches for sex offenders.
13. Describe significant features of sexual addiction and major treatment approaches.
14. Describe major sexuality issues of today's adolescents.
15. Identify major dynamics and counseling approaches to facilitate sexual and Emotional intimacy.
16. Describe counseling-related human sexuality issues for special populations, including various cultural groups, the handicapped, and the elderly.
17. Students in the professional mental health counseling track will develop a treatment
18. 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.
19. 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:

- a. 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.
- b. 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.
- c. 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.

- d. 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.
- e. 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.
- f. 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.
- g. 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 Canvas under Pre-Module Week

Course Textbooks/Required Readings

Required

American Psychological Association. (2021). *Publication manual of the American Psychological Association* (7th ed.).

<https://doi.org/10.1037/0000165-000>

Buehler, S. (2017 or 2022). *What every mental health professional needs to know about sex*. 2nd or 3rd edition, Springer Publishing Company. ISBN: 978-0-8261-7444-4 or 978-0826135889

(I WILL BE USING THE 3RD EDITION FOR THE OUTLINE SO YOU WILL NEED TO SEE WHAT CHAPTERS, ALIGN IF YOU ARE USING THE 2ND EDITION)

Carroll, J. L. (2019). *Sexuality now: Embracing diversity. Sixth Edition*. Cengage (Information will be provided for you from Dr. Carroll’s Desk; **You will access to this book via Cengage. It is not mandatory it is just an access to assist with your research (You do not need to purchase).**

Dames, L. S. (August 22, 2019). *Breaking the Bahamian Silence*. Let’s get uncomfortable: A sex positive podcast for counselors. *Apple Podcast*. <https://podcasts.apple.com/us/podcast/lets-get-uncomfortable/id1456327097>

Jongsma, A., & Peterson, L. & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner*. Sixth Edition. John Wiley & Sons. ISBN- 978-1119629931 **(Counseling Students should purchase and complete the treatment planner).**

Long, L. L., Burnett, J.A., & Thomas, R. V. (2006). *Sexuality counseling for couples: An Integrative Approach*: Pearson Prentice Hall ISBN:9780131710528 **(The chapter will be provided in PDF file).**

Recommended:

King, B., & Regan, P.C. (2014). *Human sexuality today*. Eighth Edition. Vango (e-access)

Schubert, A. M. & Pope, M. (2023). *Handbook for human sexuality counseling: A sex positive approach*. American Counseling Association.

Please Review Articles from Human Sexuality Journals

1. Archives of Sexual Behavior. Retrieved from <https://link.springer.com/journal/10508>
2. Journal of Sex Research. Retrieved from <https://www.tandfonline.com/toc/hjsr20/current>
3. Journal of Sex Education and Therapy Retrieved from <https://www.tandfonline.com/loi/wzjs20>
4. Journal of Sex and Marital Therapy Retrieved from <https://www.tandfonline.com/toc/usmt20/current>
5. Medical Aspects of Sexuality, Sex Roles, or the Journal of Homosexuality. Retrieved from <https://www.tandfonline.com/toc/wjhm20/current>
6. Journal of Sex Research. Retrieved from <https://www.tandfonline.com/toc/hjsr20/current>
7. The Journal of Sex Education and Therapy. Retrieved from <https://www.tandfonline.com/loi/wzjs20>

Technology Needed: Headphones, camera, speakers, working internet, WebEx account. WebEx can be downloaded on your phone. Please use Screencast or YouTube to record your videos. *Screenmastic* at <https://screencast-o-matic.com/plans#solo>. You will need this to record your presentation or videos. You can also use YouTube or any technology that will show your PowerPoint and your face at the same time. (***The Web Ex program is free***)

Confidentiality: During Discussion Board

Sharing in group can be anxiety-provoking and personal, therefore I ask that you keep all information discussed in the discussion board or video assignments confidential. This request means you may not discuss any information shared or the reactions of any member of this group with anyone outside of the group.

Honor Policy

Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering North Carolina Central University, each student personally consents to the universities' Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System.

The most frequent violations of the Honor Code are cheating and plagiarism. Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

It is to be emphasized that these examples are not the only possible ones.

Plagiarism is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from any source without giving proper credit (as specified below) for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author, regardless of misinformation, carelessness, sloppiness, or typographical errors" (The Lair Student Handbook and Academic Planner 2000-2001, pp. 59-60).

Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work (Rowland, 2017)

Specific Course Assignments:

1. Papers and assignments are to be completed and submitted in a timely and professional manner. All assignments are to be submitted via the Assignment Tab on Canvas a link will be added. No late assignment.

2. **Readings:** Each student will complete all assigned text and other readings. Budget a minimum of ten hours per week to read the entire textbook and other group related literature. This is a short semester.
3. **Attendance and Participation:** Each student is encouraged to attend the orientation WebEx, read all assigned readings, and be prepared for your assignments. It is expected that all students engage in respectful intellectual discourse throughout the semester.

Attendance Verification Policy:

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

- 4.
5. **Group Work:** You will be assigned to groups for the entire semester. You need to contact your group members right away via "GROUP" email or exchange of numbers. This is a very short semester. Allocate what assignments each group member would do. Give specific deadlines for finished produce to be sent to the other group members. You should attempt to submit the last produce to your team members at least a day or two before it is done so your group members can review it. Immediately complete the peer evaluation for points. The peer evaluations should be uploaded the same time the assignment is due. Please be truthful. **IF YOU DO NOT CONTACT YOUR GROUP MEMBERS ON THE FIRST NIGHT OR BY June 30, YOU WILL COMPLETING THE REPORT ASSIGNMENTS ON YOUR OWN.**

Note: Since self-exploration is an integral part of this course, you must decide for yourself what and how much you want to reveal about yourself. You will not be evaluated on the basis of how much or the nature of what you disclose about yourself (I want you to honor your boundaries), however, to get the most out of the experience, you are encouraged to challenge yourself and take interpersonal risks.

ASSIGNMENTS

Remember we use **Canvas** to enhance our teaching and learning experience but remember your syllabus is the contract between you as students and I as an instructor. **If unsure about dates of assignments are due, please always check your syllabus.**

Assignment I: Read: Please read all of the fourteen chapters from *your textbook*. Please read all of extra articles provided as well.

Assignment II: Case Studies: You will have two case studies during this semester to complete. The Case studies are part of the group assignment. Use evidence-based articles and answer your case study based on the example provided on **page (LBT, 2006-39-44; Add these headings *Assessing the problem; Setting Goals; Interventions; Maintenance: Validation*)**. Include theories, skills, multicultural competence/diversity issues, items and the items above. Use your textbook and evidence based articles.

Assignment III: Video/Questions: Students will be given questions to explore for school counselors and *LGBTQ* human sexual counselors concerns. You will be provided a question and you will have to explore these with references from your textbook and two other references from articles. You should have three articles. Points will be allocated for your main explanation, reference, and critical thinking. Include multicultural concern, appropriate response, professionalism such as use of use of APA, reference etc. and, knowledge, skills, multicultural issues, and appropriate theory ethically issue. Deductions will be given for incorrect APA posting, missing reference, and grammar and spelling. Review chapter 10 in Buehler (2017) textbook and chapter 8 in Long, Burnett, and Thomas (2006) textbook.

Use the Case studies format that you will be using for the case studies. Use evidence-based articles and answer your case study based on the example provided on **page (LBT, 2006-39-44; Add these headings *Assessing the problem; Setting Goals; Interventions; Maintenance: Validation*)**. Include theories, skills, multicultural competence/diversity issues, items and the items above. Use your textbook and evidence based articles. Include all of the parts a-e or a-f in these different headings.

Question 1: School Counselor: School Law and Human Sexuality Issues in the school (10 points)

<http://www.ncsl.org/research/health/state-policies-on-sex-education-in-schools.aspx>



State Policies on Sex Education in Schools

www.ncsl.org

All states are somehow involved in sex education for public schoolchildren. As of March 1, 2016: 24 states and the District of Columbia require public schools teach sex education (21 of

Explore the state policies on sex education in schools in the State of North Carolina about human sexuality issues and education in the schools as it relates to what school counselors and teachers and other staff may or may not discuss.

- Discuss what the **Law and Policy** says and indicate if you agree or not agree with the policies.
- How can **School Counselors Incorporate Human Sexuality** without including it based on what the policies indicate?
- How would you as a school counselor incorporate it in the **Classroom Guidance**? Such as using “*Good and Bad Touches*” topics or using Bibliography such as a book entitled. “*Say “NO!” and TELL!*” By Kimberly Perry. Review requirements above. Review chapter in textbook about ethics management of Sex Therapy Case work.
- Conclusion** Paragraph-summarize, what are your overall thoughts? How can you advocate for or against this law/policy?
- 7th edition APA, 4-5 articles, use bold as headings, you should have four paragraphs.

Question 2: Mental Health Counselors, Social Workers, and Psychologist: Laws Regarding Gay Behavior

- What are the **Laws in the State of North Carolina** regarding same-sex marriage, rights, adoption, etc.? State the laws. Do you agree with them? Why or why not?
- Compare these with the **Laws of Another State**. How do they differ?
- Make a list of **Benefits Given to Married Couples** that are denied to same-sex couples.
- What are some **Interventions and Theories** you would use to help a couple who is frustrated because of this issue?
- Conclusion**: Paragraph-summarize, what are your overall thoughts? How can you advocate for or against this law/policy?
- 7th edition APA, 4-5 articles, use bold as headings, you should have four paragraphs. Use references, textbook and articles to help support or not support your decision.

Major Assignment I

Developmental of a Human Sexuality Comprehensive Counseling Report (HSCCR)

Students will build a Human Sexuality/Love/Intimacy Comprehensive Counseling Report (HSCCR) by watching a movie. From the movie students will include an assessment of a client’s information, historical development, psychosocial, sexuality history, what theories of sexuality you will use? Develop goal statements, and annuals goals? What would be the sexuality counseling intervention you would use in this scenario? Progress Notes? Treatment plan? *DSM-V* Diagnosis? Students will use their textbooks, the *DSM-V*, the adult psychotherapy treatment planner, other community sexuality counseling resources and evidence based research will be incorporated. It will also assist in students to prepare them with working with persons with sexuality, love and intimacy issues.

Your report should be written in outline form (portfolio format) and research format for some parts for example the literature review for your sexuality diagnosis. Be sure to clearly label each section in order to allow for an easy reading, including a table of contents. The

instructor will not look for information. It should be clearly identified and easy to locate. Your program/outline should be organized in a way that allows for an easy read and understanding about the way in which you plan to develop and implement your Human Sexuality Comprehensive Counseling Report (HSCCR).

You will be placed in a group. The two movies are:

You will be placed in a group. The four movies are:

Movie One

Perry, T. (Producer & Director). (2013). [Temptations. Confession of a Marriage counselor](#) [Film]. United States: Tyler Perry Studios. 1h 51m **Rate PG-13**

An ambitious married woman's temptation by a handsome billionaire leads to betrayal, recklessness, and forever alters the course of her life.

OR

Movie Two

Cannon, B. (2014). [Addicted](#). CodeBlack Films– 1h 46m **Rated R**

A gallerist risks her family and flourishing career when she enters into an affair with a talented painter and slowly loses control of her life.

OR

Movie Three – You can watch this movie on your own

Nyswaner, R. (1993). [Philadelphia](#) [Film] United States: Clinica Estetico. 2h 5m **Rated PG**

When a man with HIV is fired by his law firm because of his condition, he hires a homophobic small time lawyer as the only willing advocate for a wrongful dismissal suit.

Disclaimer: I take the Motion Picture Association of America's ratings system seriously and strongly encourage students to review and familiarize themselves with this system when selecting their film.

Regardless of the movie ratings, **ALL** of these movies have **highly sexual content**. If you feel you will have an emotional or mental disturbance from this movie review chapter 2 in Buehler (2017) textbook to feel more comfortable about watching this movie.

Students will be placed in a movie group and will watch.

Motion Picture Association of America's Ratings System

G	GENERAL AUDIENCE
ALL AGES ADMITTED	
Signifies that the film rated contains nothing most parents will consider offensive for even their youngest children to see or hear. Nudity, sex scenes, and scenes of drug use are absent; violence is minimal; snippets of dialogue may go beyond polite conversation but do not go beyond common everyday expressions.	
PG	PARENTAL GUIDANCE SUGGESTED
SOME MATERIAL MAY NOT BE SUITABLE FOR CHILDREN	
Signifies that the film rated may contain some material parents might not like to expose to their young children - material that will clearly need to be examined or inquired about before children are allowed to attend the film. Explicit sex scenes and scenes of drug use are absent; nudity, if present, is seen only briefly, horror and violence do not exceed moderate levels.	
PG-13	PARENTS STRONGLY CAUTIONED
SOME MATERIAL MAYBE INAPPROPRIATE FOR CHILREN UNDER 13	
Signifies that the film rated may be inappropriate for pre-teens. Parents should be especially careful about letting their younger children attend. Rough or persistent violence is absent; sexually-oriented nudity is generally absent; some scenes of drug use may be seen; some use of harsher sexually-derived words may be heard.	
R	RESTRICTED
UNDER 17 REQUIRES ACCOMPANYING PARENT OR ADULT GUARDIAN	
Signifies that the rating board has concluded that the film rated may contain some adult material. Parents are urged to learn more about the film before taking their children to see it. An R may be assigned due to, among other things, a film's language, theme, violence, sex or it's portrayal of drug use. I.D. required for ALL "R" rated movies. Under 17 requires an accompanying adult guardian 21 or older. CHILDREN 11 and under will NOT be allowed into the last showing of the day, on each screen, of any "R" rated movie.	
NC-17	NO ONE 17 AND UNDER ADMITTED
NO ONE 17 AND UNDER ADMITTED	
Signifies that the rating board believes that most American parents would feel that the film is patently adult and that children age 17 and under should not be admitted to it. The film may contain explicit sex scenes, an accumulation of sexually-oriented language, and/or scenes of excessive violence. The NC-17 designation does not, however, signify that the rated film is obscene or pornographic in terms of sex, language or violence.	

Cover Sheet

Use a front page with a name of the HSCCR and your group name. Give your HSCCR a name. Provide a table of contents on the second page.

Chapter 1: Introduction: Provide a summary of the movie. What will this HSCCR discuss? Definition the human sexuality disorder found in the movie; associated features; course/prognosis; differential diagnosis (Please look at the attached DSM-V PDF file to see how content is presented; Local, State and National Statistics. What are some biological or physical aspect the main character in the movie will encounter for example [(Addiction-wife may contract a Sexual Transmitted Infection (STI))] human sexuality issues within the movie you are researching and how counselors can address it? (This section should appear APA style. This should be 3-4 pages: Please provide 3-4 references, proper grammar and spelling.

Chapter 2: Assessment:

From the movie provide progress notes based on the mean character's needs. Some parts are APA style but they should be neatly done, typed and in the same font size. Do not handwrite the report. The assessment will include the following. Include multicultural and diversity section. Also include information below.

- a. **Biopsychosocial Assessment** Watch the entire movie and provide information. If you need to make up some information based on the narrative of the client, do so but attempt to use majority of information from movie (You will use the biopsychosocial assessment form and complete from the main character from the movie).

- b. **Sexual History Form:** Interview a friend. Include aspects in Chapter 3 – Assessment in Sexuality Counseling (*not an intimate partner*) using the Sexual History Form on page 58-60 (LBT: This will be provided on Canvas). What question was most uncomfortable for you to ask and what was uncomfortable for your friend and why? Relate to any question that was related in the movie? What question do you feel the main character in your movie will have a difficulty with in terms of comfort level? Why? Why not? Develop an assessment for your client in the movie using chapter 3 – Assessment in Sexuality Counseling.
- c. **Progress Notes:** Provided Progress based on the main character in the movie. Use information from the movie and more particularly the counseling scenes. It maybe a little tricky for *Temptations* because the actual client was the therapists. For this movie you may have to pretend you are the therapist in the movie is the actual client (Follow a sample of Progress Notes)
- d. **Knowledge of theories of sexuality:** What theories, techniques AND skills necessary for working with this main client in the movie. Use chapter about Theories Applied to Sexuality Counseling

Chapter 3: Develop a Treatment Plan for Counseling:

- a. Treatment Plans: goal, objectives, interventions;
- b. Design a six session **treatment plan** or program for the main character or even for the couple in the movie. Explain it thoroughly, ensuring it is in a format that is easy to read and follow logically. Your plan must include the following: Please review the treatment plan in the adult psychotherapy textbook. You can use some portion of these plans but do not get it directly from the plan.
- c. Define two or three presenting difficulties and a *DSM-V* diagnosis (these should be grounded in the literature and you need to cite the literature you consulted). Please review the *DSM-V* information.
- d. Explain three overall treatments goals (behaviorally formulated) treatment.
- e. Provide the sexuality counseling Interventions.
- f. Define two or three presenting difficulties and a *DSM-V* diagnosis (these should be grounded in the literature and you need to cite the literature you consulted). Please review the *DSM-IV* information.
- g. Provide 3-4 short term objectives with 3- 4 therapeutic interventions to help deal with your client from the movie. You can use the Adult **Psychotherapy Treatment Planner** to help you with this part. The information can be presented like the textbook. Use references

Chapter 4: Sex Love and Goop Analysis (INDIVIDUAL ASSIGNMENT)

Movie: Sex, Loop and Goop. (2021). Reality TV, Netflix, United States, TV-MA, Rated NC 17

Assessment: Link for Erotic Blueprint <https://missjaiya.com/>

Objectives:

1. Describe the different therapeutic interventions used in the “Sex, Loop and Goop” Netflix Series.
2. Describe your “sexual comfortability” level watching and evaluating the “Sex, Loop and Goop” series.
3. Describe a theoretical approach that is most effective in working with clients with sexuality, love and intimacy issues.
4. Describe the problems or issues with LGBTG, heterosexual, older adult and multicultural couples experienced in this series.
5. Describe how “kinky sexual behavior” and sexual novelties help with the couples’ growth in the Netflix Series.
6. Describe how the therapist used sex novelties throughout the series for the client’s growth. What were your thoughts?
7. Describe the different sexuality issues seen by from the American Association of Sexuality Educators, Counselors and Therapists (AASECT) for example seeing clients with Intimacy skills (e.g., social, emotional, sexual), intimate relationships, interpersonal relationships and family dynamics in the Netflix Series.
8. Describe and evaluate the sexuality assessment tool “Erotic Blueprint” used in the Netflix Series.
9. Describe Sex Therapy: Now and in the Future and discuss the problem in the sex counseling field.

Method:

Review the Netflix Series entitled, "Sex, Love and Goop". Make sure you write notes from the different series to help you write this section. Please review the files for the requirement of this assignment.

Chapter 5: Community Resource File: Develop a set of community resources particularly for the individual in the movie with the sexual disorder and their family (it can be *AIDS*). Forms at end of the syllabus:

Objectives:

10. Develop a community resource file for referrals for individuals and families with a sexual disorder and for healing.
11. Access local, regional, state, federal and other community resources/agencies.
12. Network in the community to identify appropriate resources and agencies.
13. Share resource files with class members to create a large data base for referral source

Method:

14. Using the Community Resource Form (Canvas) compile a minimum of 10 resources/agencies that would be appropriate for your client in the movie. Include all 13 parts of the form along with the internet reference at the end of the form.
15. Make direct contact (call, visit, email) each of the agencies/resources and explore the areas outlined.

Ensure that your list includes a range of the following:

16. Local/regional/state/national/other
17. Professional associations, agencies and/or government services that provide information, conferences, meetings, journals for counselors, teachers and/or family pertaining to sexual disorder.
Include internet reference of the references at the end of the form, correct grammar and spelling.

Place forms in the CSCRSN report.

Chapter 6: Virtual AAECT 2023 Poster Presentation entitled, "Rediscovering Connection: Inspiring Our Collective Imagination."

You have sent a poster presentation proposal for the above conference and your proposal has been accepted. Choose one of the topics based on the movie you watched in the different textbooks.

Please choose one of the topics from the chapter in each textbooks:

Buehler, S. (2022). What every mental health professional needs to know about sex (SB) – 3rd edition

Topic 1: Chapter 16: Sexually Transmitted Infections (SB) – **Movie three**

Topic 2: Chapter 18: Affirming the Kink Community (SB) and Chapter 19: Out-of-Control Sexual Behavior– **Movie One**

Topic 3: Chapter 12: Sexual Recovery in Trauma Survivors (SB) and Chapter 13: Healing Painful Sex (SB) – **Movie Two**

If you want to use another chapter then the ones above please go ahead.

Objectives:

18. Design poster presentation (Template provided on Canvas).
19. Develop a presentation that reflects the problem in the movie

Method:

20. Students will design a 10-minute poster presentation video to be presented via *Screenmastic*. We need to see your face and the poster. A template for the poster will be provided.
21. Provide a synopsis of the problem
22. Follow headings to guide their poster presentations: **Introduction/rationale**, **Discussion** (what did you learn/signs/symptoms), **Results** (statistics from research, what does research say), **Methods** (population studied, can strategies be used, Case study- discuss the case study of your client from the movie – how does it relate to the topic. **Treatments** (use the textbook to provide treatment); **Multicultural Competencies** for this particular area; **Implications** for sexual educators, therapists and counselors and **Conclusion** (what next? what did you learn that you will use in practice?), **References, APA style, grammar and spelling. Please have all headings that are bold on your poster. Please do not read directly from your poster. Remember it should just be in points.**

Chapter 7: Safe Sex YouTube Video Campaign. You are the new human sexuality counselor educator in the local Durham prison or jail house and you are charged to create a video to help spread the word about practicing safe sex or a video about *AIDS*. The video should be creative with an audience of prisoners. It should have definitions, terms, statistics, how to prevent, demonstration of condom use or other items include any diversity concerns like word for *LGBTQ* and a catching term like “*If you go into heat, package your meat...*” or “*If you have an erection, and don’t want an infection, you better use protection, on your genital section*”. Please be creative and take 2-3 minutes no more than 3 minutes to create this video, no less than 2.5 minutes. You can determine who would be in the video. Place a link with a screen shot in the report. Make the video private in *YouTube*.

Chapter 8: Conclusion:

Three paragraphs: if you have a group of four you would have four.

Paragraph 1 – Summary of the report, what was the report about, what was most interesting in this report...

Each student should write their own concluding thoughts. For example, you should say, “Counselor-in-training I believe....” Or “Social work in training believe...” Each student should write a conclusion in this section.

Paragraph 2 – Counselor in Training One – 1. How has this report changed your way of thinking about students with human sexuality counseling? What have you learnt? What was most interesting? How has this report helped form your new way of thinking about counseling persons with human sexuality counseling? What are some new strategies you will use to help with persons with a human sexuality issues?

Paragraph 3 – Counselor in Training Two – How has this report changed your way of thinking about students with human sexuality counseling? What have you learnt? What was most interesting? How has this report helped form your new way of thinking about counseling persons with human sexuality counseling? What are some new strategies you will use to help with persons with a human sexuality issues? (Points: 15 pts)

Peer Evaluation: (15 pts): Instructions: Please complete the Peer Evaluation for all of your group members. Provide your name to the top give the team name and then place the name of the group member and provide them with a grade of 24. Please complete the five comments to the end. Be honest. I would average all of the scores your group members give you and multiply it by 15pts. For example, $20+24/48 \times 15$ pts = 13.75 pts

If you do not attend the first group meeting, we assume you are completing the assignment on your own. If there is any conflict with the group, because we do not have time to help with conflict resolution because of the short five weeks, the group will be dissembled and you will complete the rest of the assignment on your own. Group work done thus far will be honored.

Course Requirements and Points

Assignment	Course requirement	Points	Due Date
Extra Cred 1	Introduction: “ <i>Breaking the Bahamian Silence</i> ”	2 pts.	June 29 th
I	Read Textbooks and Articles	0	Every Week
II	Case Studies (2 case studies 10 points each)	20 pts.	July 6 th & 20 th
III	Questions (2 Questions 15 pts. Each)	30 pts.	July 6 th & 20 th
Major Ass. I	1.Introductions	50 pts.	July 6 th
	2. Assessment	75 pts.	July 6 th
	3. Treatment Plan	45 pts.	July 13 th
	4. Sex, Love and Goop Analysis (Individual)	100 pts.	July 13 th
	5.Community Resource File	25 pts.	July 13 th
	6.Virtual AASECT 2023 Poster Presentation	45 pts.	July 20 th
	7.Safe Sex YouTube Video Campaign	20 pts.	July 20 th
	8.Conclusion	15 pts.	July 20 th
	Peer Evaluation	30 pts	July 28 th
	Total	452 pts	

***Peer Evaluation Scores. You will have the same groups for all of the assignments.**

This course will be graded using an A to F-system as follows:

Grading Scale

400 and above	A
399 - 350	B
349 - 300	C
299 and below	F

No grade below “C” will be accepted toward a graduate degree. This includes C- grades

Course Policies

All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course. Late assignments will not be accepted. On the day your assignment is due, submit a copy via Canvas.

There will be no make-up quizzes and assignments. Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not university valid excuses for missing class.

Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late.

It is recognized that many of our students have families, work, and take classes. While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor. As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues. To assist in your professional development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (7th edition) writing standards. To contribute to a learning environment classroom conduct will include: arriving on time, being attentive, and being respectful of the instructor and fellow students.

Email Correspondence

When contacting me via email your email subject line should be relevant to your email content. Please use “**Summer II: Human Sexuality in Counseling: (Reason for your email)**” and then describe the nature of your email. I will respond to your email in 24 hours. If email after 5 pm on Friday, I will respond by Monday morning.

Academic Honesty Reminder

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one’s own, another’s words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of “F” in the course. Also you are bound by the ethical guidelines of ACA.

Technology Proficiency Requirements and Resources

Students must be able to:

- Create Microsoft Word documents (WordPerfect and Microsoft WORKS are not acceptable)
- Check e-mail daily
- Search for and obtain articles from online databases, the university library and inter-library loan
- Access articles and materials using the university library E-Reserve system
- Attach Microsoft Word documents to email
- Access and manage information within the Desire 2 Learn learning platform

Films/Documentaries:

We will be watching specific documentaries or short videos throughout the course that relate to your readings and to the topic of human sexuality counseling issues in counseling.

Adverse Weather:

NCCU values feedback from students as part of its ongoing quest for excellence in education. As part of this process, you will have the opportunity to evaluate this course and provide the instructor with feedback and comments through the use of a standard evaluation instrument. Commitment to the teaching and learning process requires each student to complete this evaluation as part of the ongoing revision of this course and instructional competence. Your participation in this process is an expectation of this course.

***TENTATIVE CLASS SCHEDULE AND TOPICS**
(*This is tentative and is subject to change by instructor)

Carroll, J. L. (2019). *Sexuality now: Embracing diversity*. Sixth Edition. Australia, Boston.

Cengage (JLC - Information will be provided for you from Dr. Carroll's Desk)

Long, L. L., Burnett, J. A. & Thomas, R. V. (2006). *Sexuality counseling approach* (LBT):

Buehler, S. (2022). What Every Mental Health Professional Needs to Know About Sex (SB)

Date	Topic	Reading/Assignment
Week 0-Pre-Module Activity		
Start		
<input type="checkbox"/> Review all folders. <input type="checkbox"/> Review the " Instructor Information " <input type="checkbox"/> Review the " Course Information " <input type="checkbox"/> Explore "Canvas" <input type="checkbox"/> Complete Informed Consent for this Sexuality Course		
Read		
<input type="checkbox"/> Read syllabus <input type="checkbox"/> Read all of the policies, resources (Under NCCU Resources) <input type="checkbox"/> Read Chapter 2 - Making the shift: Comfort with Sexuality (SB)		
Review		
<input type="checkbox"/> Review Required Textbook <input type="checkbox"/> Review Evaluations & Grades <input type="checkbox"/> Review Course Syllabus <input type="checkbox"/> Watch the movies		
Discussion		
"Let's Get Uncomfortable" (please complete before orientation on Thursday). Review the podcast and answer the following Question as an introduction. Also, use chapter 2 (Making the shift: Comfort with Sexuality) in Buehler textbook with your answer		
Dames, L. S. (August 22, 2019). <i>Breaking the Bahamian Silence</i> . Let's Get Uncomfortable: A Sex Positive Podcast for Counselors. Apple Podcast. https://podcasts.apple.com/us/podcast/lets-get-uncomfortable/id1456327097		
<input type="checkbox"/> Meet with the group members and discuss allocation of work for the semester in the Group Tab to the left		
<input type="checkbox"/> Mandatory WebEx Orientation meeting (Thursday, June 29, 7:00 – 9:30 pm)		
Due Date: Thursday, June 29 at 11:59 pm.		

Module I - Week 1		
Week 1	Chapter 1 Sexuality and mental health (SB)	Start <input type="checkbox"/> Read Comments from Dr. Carroll's Notebook
	Chapter 2: Theories Applied to Sexuality Counseling (LBT: This will be provided in a PDF format)	Read <input type="checkbox"/> Read Chapter 1: Sexuality and mental health (BS) and Powerpoint <input type="checkbox"/> Read Chapter 2: Theories Applied to Sexuality Counseling (LBT:PDF) <input type="checkbox"/> Read Chapter 2: Making the shift: Comfort with sexuality (SB) and PowerPoint <input type="checkbox"/> Read Article (Canvas)
	Chapter 2:	Review and Reflect <input type="checkbox"/> Choose your HSCCR allocation for your group

	Making the shift: Comfort with sexuality (SB)	Due Date: Thursday, June 29, 2023 at 11:59 pm
Module II – Week 2		
Week 2	<p><u>Chapter 3:</u></p> <p><u>Chapter 5</u> Assessing sexual problems (SB)</p> <p><u>Chapter 8</u> Relationship and sex therapy (SB)</p>	<p><u>Start:</u> ___ Review <i>Dr. Carrolls' Notebook</i></p> <p><u>Read:</u> ___ Chapter 5 - Assessing sexual problems (SB) and Powerpoint ___ Chapter 8-Relationship and sex therapy (SB) and Powerpoint ___ Read Article (Canvas)</p> <p><u>Practice:</u> ___ Complete Question 1 – School Counselor: School Law and Human Sexuality Issues in the school ___ Complete Case Study 1</p> <p><u>Major Assignments:</u> ___ Introduction ___ Assessment</p> <p><u>Due Date:</u> Thursday, July 6, 2023 at 11:59 pm</p> <p>July 10, 2023 is the last day for graduate students to withdraw from a class with a WC grade</p>
Module III - Week 3		
Week 3	<p><u>Chapter 6</u> Women's Sexual Health Problems (SB)</p> <p><u>Chapter 7:</u> Men's Sexual Health Problem (SB)</p>	<p><u>Start:</u> ___ Review "From <i>Dr. Carroll's Notebook</i>"</p> <p><u>Read:</u> ___ Chapter 6 - Women's Sexual Health Problems (SB) and Powerpoint ___ Read Chapter 7 - Men's Sexual Health Problem (SB) and Powerpoint ___ Read Article (Canvas)</p> <p><u>Practice:</u> ___ Complete Question 2 – Mental Health Counselors, Social Workers, and Psychologist: Laws Regarding Gay Behavior ___ Complete Case Study 2</p> <p><u>Major Assignments Due:</u> ___ Complete a Treatment Plan ___ Complete "<i>Sex Love and Goop</i>" Analysis ___ Complete Community Resource File</p> <p><u>Due Date:</u> Thursday, July 13rd, 2023 at 11:59 pm</p>
Module VI - Week 4		
Week 4	Chapter 16:	<p><u>Start:</u> ___ Review "From <i>Dr. Carroll's Notebook</i>"</p>

	Sexually Transmitted Infections (SB) Chapter 10: Therapy with Sexual Minorities (BS) Chapter 18: Alternative sexual practices (BS) Chapter 12: Sexual Recovery in Trauma Survivors (BS)	<p>Read:</p> <p>___ Read Chapter 16-Sexually Transmitted Infections (SB) ___ Read chapter 10-Therapy with Sexual Minorities (BS) ___ Read Chapter 18: Alternative sexual practices (BS) and</p> <p>Powerpoint</p> <p>___ Read Chapter 12: Sexual Recovery in Trauma Survivors (SB) and Powerpoint ___ Read Article (Canvas)</p> <p>Major Assignments Due:</p> <p>___ AASECT 2023 Poster Presentation ___ Safe Sex YouTube Video Campaign ___ Conclusion</p> <p>Due Date: Thursday, July 20th, 2023 at 11:59 PM</p>
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Part V - Week 5

Week 5	<p>Chapter 10: Chapter 17: Sexuality and Aging (BS)</p> <p>Chapter 15: Sexuality and Medical Problems (BS)</p>	<p>Start:</p> <p>___ Review "From Dr. Carroll's Notebook"</p> <p>Read:</p> <p>___ Read Chapter 17: Sexuality and Aging (BS) and Powerpoint ___ Read Chapter 15 - Sexuality and Medical Problems (BS) and Powerpoint ___ Read Article (Canvas)</p> <p>Review & Reflect:</p> <p>___ Peer Evaluation</p> <p>Due Date: Thursday, July 27th, at 11:59 PM</p> <p>Last Day of Class Thursday, July 28th, 2023 Grades Due: July 31st, 2023</p>
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This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.

Course Policies

Attendance: Students are expected to attend and participate in orientation via WebEx on June 30th, 2022 at 7 – 8:30 pm.

Attendance Verification Policy:

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

Assignments: All assignments must be completed in Canvas and Canvas when necessary and uploaded in order to receive a passing grade in the course. All online assignment will be due every Thursday at 11:59 pm. For the online classes if you have to create a main post the main post must be completed by Sunday of each week and responding to classmate by Thursday at 11:59 pm. Any

assignment turned in after the time mentioned above is late. THIS IS A VERY SHORT SEMESTER SO LATE WORK WILL NOT BE ACCEPTED. On the day your assignment is due, submit a copy to BB.

Papers/Reports: Written assignments are graded on the quality of content, format, grammar, citations, references, and spelling according to the Publication Manual of the American Psychological Association. Plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade (Rowland, 2017). All papers should reflect graduate level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.

Only registered students are allowed to attend class. All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course. Completed assignments must be submitted no later than the due date. Any assignment turned in after the due date will receive a deduction in your grade. Late assignments will be marked down one letter grade for everyday of tardiness. Late assignment penalty applies (marked down one letter grade for everyday of tardiness). Taskstream assignments should be edited and uploaded after grading.

Make-up quizzes and/or exams are not available unless there is a university-recognized emergency situation. Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not university valid excuses for missing class.

Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late. Assignments not turned in by the deadline are subject to a reduction of 1 letter grade per day of tardiness. It is recognized that many of our students have families, work, and take classes. While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor. As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues. To assist in your profession development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (7th edition) writing standards.

Email Correspondence

When contacting me via email your email subject line should be relevant to your email content. Please use “**Section OL2 – CON 5305-Human Sexuality Issues in Counseling:** (Reason for your email)” and then describe the nature of your email. You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday.

Late Work

Late work will not be accepted. You will receive a zero if assignments are not submitted on the

COVID-19

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central

University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University’s commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University’s preparations to safely open for the Fall 2021 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

Legal Background

Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

North Carolina Central University ("NCCU") is committed to academic and professional excellence, which is evidenced by NCCU's intent to enhance and protect the educational process. In furtherance of this commitment, NCCU prohibits unlawful discrimination and strives to ensure a safe and inclusive learning environment for all students. This memorandum is intended to remind all NCCU faculty and staff employees about the University's obligations under federal law to provide accommodations to students with disabilities and to report information regarding sexual misconduct. This memorandum also reminds NCCU faculty and staff employees about campus resources available to assist them in meeting these obligations.

Legal Background: Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

In addition to State law, NCCU must comply with two key federal laws that prohibit discrimination on the basis of disability: (1) Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended; and (2) the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (collectively "ADA"). Section 504 prohibits discrimination on the basis of disability in any program or activity operated by a recipient of federal funds. Title II of the ADA prohibits disability discrimination in public entities, regardless of whether they receive federal financial assistance. As a recipient of federal funds from the U.S. Department of Education and also as a public entity, NCCU is covered by both Section 504 and the ADA.

Under Section 504 and the ADA, colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids/services (collectively "accommodations") that are necessary to afford an individual with a disability an equal opportunity to participate in the school's programs. It is the responsibility of the student with a disability to initiate the request for accommodations by contacting the NCCU Office of Student Accessibility Services ("SAS") (formerly Student Disability Services) and providing documentation of a disability. Once a student makes a request, SAS will engage the student in an interactive process to determine his or her eligibility as a student with a disability and appropriate accommodations. Accommodations approved by NCCU must be made available at no cost to the student.

NCCU also must comply with Title IX of the Education Amendments of 1972 ("Title IX"), which prohibits discrimination on the basis of sex (including sexual harassment, sexual violence, and pregnancy) in the University's educational programs and activities. NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4) was adopted in compliance with Title IX and applies to all members of the NCCU community, including students, faculty, staff, administrators, volunteers, vendors, independent contractors, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business or having any official capacity with the University. The Policy describes prohibited sexual misconduct, establishes procedures for responding to reports of sexual misconduct, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain individuals who provide services to NCCU as licensed professional counselors) are considered responsible employees who must report instances of sexual misconduct to NCCU's Title IX Coordinator.

Expectations

NCCU expects all faculty and staff to support students in excelling academically and professionally by complying with the federal laws referenced in this memorandum. In compliance with Section 504 and the ADA, NCCU faculty and staff members should not make inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. Rather, faculty members are expected to review the approved accommodations for students who are registered with SAS and to provide accommodations as outlined by the SAS staff. To determine reasonable accommodations, SAS may seek information during the interactive process from faculty and instructors regarding essential standards for courses, programs, services, activities, and facilities. Upon receiving notification of a student's accommodations from SAS staff, faculty members should provide accommodations and modifications to

students in a timely manner to ensure that course materials and activities are accessible to students with disabilities at the same time as students without disabilities. NCCU expects all faculty and staff to maintain academic standards by providing accommodations to students with disabilities without compromising the content, quality or level of instruction. If a student self-identifies a disability to a faculty member, department or professional school, the faculty member should refer the student to SAS to determine reasonable and appropriate accommodations.

NCCU also expects all responsible employees to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Misconduct Policy to the Title IX Coordinator. A report to a responsible employee constitutes a report to the University. Prompt reporting by responsible employees makes it possible for students to get the support they need and for NCCU to respond appropriately to incidents of sexual misconduct. When a report is made to a responsible employee, the University has an obligation to investigate and take appropriate action. Title IX also protects students from discrimination and being treated differently due to pregnancy and pregnancy-related conditions. Title IX requires professors and administrators to treat pregnancy, childbirth, and related conditions in the same manner as any other temporary disability. To assist students in self-identifying a disability, understanding the obligations of responsible employees, and requesting other supports, faculty members are expected to include the following statement (indicated below in bold text) on all course syllabi:

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Accessibility Services

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU.

Accommodate Website at <https://nccu-accommodate.symphonicity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the

appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@ncsu.edu.

- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@ncsu.edu.
- University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupinfo@ncsu.edu.

Canvas:

This class will utilize the campus "Canvas" system. Every 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 Canvas system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Canvas (Bb) account, please call the IT department first at 530-7676. PLEASE CHECK YOUR CANVAS DAILY!!!

TASKSTREAM:

Taskstream is the electronic system for housing samples of your best work used by the School of Education and our Department. As soon as the information for Taskstream becomes available we will let you know what to do. This course does not have any assignments to upload to Taskstream.

7th Edition APA Style New Changes

<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>