

Human Sexuality

CPSY 565
Summer, 2012

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COURSE DESCRIPTION:

A graduate survey of human sexuality as a physical, behavioral, social, spiritual experience with immediate and ongoing implications for health of all kinds. Our goal is to establish, develop and improve skills for counseling as they relate to experiences of human sexuality. While behaviors associated in prevailing clinical paradigms with pathology will be included in this survey, the focus of our work is the deep description and understanding of healthy and satisfying human sexual experience. To accomplish this understanding and enhance our skills as counselors, we will include consideration of our own histories and vulnerabilities as they influence our capacity to support others' sexual health.

This is a survey course. The reading assignments outlined here are **expected minimum reading**. These readings will provide one shared source of information for us to draw on in class discussions. Our primary goal with this class is to develop individual and shared understandings of counselors' roles in supporting healthy sexuality. The "survey" aspect of this class implies our cooperative investment and involvement in collecting and sharing information from written, a/v and community sources together with our experiences, insights and observations. In this way this class serves as part of your career-long development as a counselor who considers and reflectively supports the sexual health of the clients you serve.

TEXTS:

REQUIRED--

Jeffrey Eugenides (2002). *Middlesex*. New York: Picador.
[chapter 4, available on Moodle]

Roger N. Lancaster (2003). *The Trouble with Nature*. Berkeley, CA: University of California Press.

Esther Perel (2006). *Mating in Captivity*. New York: Harper Collins
Moodle postings – articles, etc.

RECOMMENDED--

Patrick J. Carnes (2001). *Out of the Shadows: Understanding Sexual Addiction: 3/E*.

Paul Joannides (2009). *Guide to Getting It On* 978 1885535337

Kaufman, Silverberg & Odette (2003). *The Ultimate Guide to Sex and Disability* 978 1573441766

Wendy Maltz (2001). *The Sexual Healing Journey*. 978 0060959647

MOODLE:

We will use Moodle for this course, so please register as soon as possible. You likely know the drill, but first go to LC Moodle and sign in w/ your info. Then go to CPSY 565 and enter the magic word (aka enrollment key).

sat

This is actually a good word for our purposes since it invokes associations like sitting and the undergrad college entrance exam – but it also means *full* in German and *truth* in Hindi (cool, huh?).

ASSIGNMENTS:

- **Journal Synopses**

One of the most crucial skills for a counselor is to know how to come consistently and compassionately to know her- or himself. This is not news. It also is not altogether easy. Especially when it comes to subjects as systematically tabooed as sexuality. This assignment is intended to support the self-reflective aspect of this class by providing a structure. The process is yours to use as thoroughly as you wish. At minimum, each of us will leave with stronger skills for engaging our next edges relative to the myriad topics (and emotions) influenced by our own and others sexualities.

The assignment: Beginning the first class, we will identify at least one question for all of us to investigate for ourselves in writing over the intervening week. As part of opening each class, we will read and summarize into public highpoints what we wrote. We'll then share this synopsis in small groups.

Your original journal writing will be yours and need not be shared with anyone.

- **Assessment/Treatment Scaffolding [AKA -- Greatest Hits]**

Drawing on the shared synopses ongoing classroom discussion, and the readings each of us (i.e., class participants and instructor) will keep a running list of resources and clinical guidelines using the Assessment/Treatment Scaffolding [please see outline attached to this syllabus]. This will be a dynamic and expanding document for each participant individually and the class as a whole as we bring our new understandings to each class meeting.

The assignment: At the end of the term, you'll formalize this collection of resources and guidelines in a listing including reference citations and specific areas of focus (see next assignment) for turning in to me.

- **Hot Topics**

Each of you will take responsibility for finding more information on at least one of the Hot Topics. Individually or in small groups you will look to the literature *and to the community*, to extend your, and thus our, knowledge and skill.

This is the opportunity for each participant in the class to find, investigate and demystify sexual behaviors and practices that strike us as socially edgy. What we are after is becoming clearer for ourselves on ways to discern the harmful from the simply uncommon or unfamiliar.

The assignment:

PART I – Using our Moodle page, you'll upload at least two excellent resources linked with the topic of your choosing (p.s., you're not limited to one topic...). One resource will be research-based, another will be practice-based (if you can find it – story-based if you can't – more on this in the first class). All of us will read/watch what you've posted in preparation for the class in which you engage us in group discussion based on what you've learned.

PART II – The class following your topic presentation, you'll turn in a brief paper with reference citations summarizing (1) your current understanding of the topic, (2) your sources of information, (3) what you learned about your innocence and or edges in the process, (4) the ways your counseling practice will be influenced given this investigation.

- **Supplementary Books**

You've already seen the recommended readings listed. You'll get into groups around one of these books and, in the last class, offer your practice insights to the rest of the class participants. I'll set up a sharing exercise that makes that possible.

- **Synthesis**

In our last class, we will also pull together our shared learning. In small groups you will review with colleagues assessment, treatment and professional development guidelines emerging from the content you have collected to fill in the Scaffold.

We will close by coming together as a whole to identify shared/highlighted guidelines.

The assignment: Beyond participation in the group synthesis, each of you will submit your individual Scaffold as filled over the term. This may be in narrative or visual form. In the process of developing this summary, you will also

- Make explicit connections with the readings, your Moodle summary writing, and the practice insights you and your group gained from your supplementary book.
- Identify next assessment/treatment questions.
- Specify next/ongoing professional development practices.

These are due **Wednesday, June 28.**

ATTENDANCE

The success of this class depends on your attendance. In that way attendance in addition to being fully engaged in the course is the most important assignment and expectation of this class. The material we're working with is potentially discomforting. It will be different for each of us. It is vital that we create an environment that allows us to go as deeply as we can into the subject matter in the simultaneously public and structured format of a graduate class. My assumption is that you are here because you want this opportunity and are sincere in your wish to be of help to people who are struggling with their sexuality.

EVALUATION

You will submit written self-evaluation via just following the last class. There are two options for this submission: e-mail, or inclusion as a paragraph in your *Synthesis* assignment. These evaluations will contain observations of the extent to which you participated in and gained from the class. Areas of evaluation will include: participation as a community member, sincere engagement of the questions raised in the class, and ability to indicate what has been learned (both academically and professionally).

I will evaluate you on these areas based on your class participation, your assignment completion and quality. Your papers will receive evaluations of *CREDIT* or *NO-CREDIT*. If you disagree with an assessment I have made or if you wish to improve your evaluation, you may resubmit an assignment once.

If you have elected to take this course for a grade, the options are 'A' or 'C'. An A will result from completion of all assignments, full participation in the course, and engagement of the ideas and questions posed by this class. If you have elected a pass/no pass option, passing the course will result from the same criteria as earning a grade of A.

DEPARTMENTAL OBJECTIVES

1. Understand the social construction of sexuality and sexual functioning relative to social, historical, and cultural contexts, including how these contexts serve to privilege some expressions of sexuality while oppressing others.
2. Understand a variety of human sexuality issues (e.g., gender, sexual functioning, and sexual orientation), human development and sexuality, and the impact of sexuality/sexual issues on family and couple functioning.
3. Develop fluency and comfort talking about sex and sexual functioning with individuals and couples.
4. Learn to assess sexual issues from a bio-psycho-social spiritual perspective that includes an analysis of power imbalances relative to sex.
5. Learn primary treatment approaches and techniques for resolving sexual problems and consider their use within specific cultural and social contexts.
6. Consider treatment issues specific to sex therapy with heterosexual, lesbian, gay, trans, and bi-sexual couples/families.
7. Explore own biases relative to sexual orientation and sexual practices that are likely to influence work with clients.

COURSE DESCRIPTION FROM CATALOGUE

Recent research on sexual health issues of importance to counselors. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of recent research on sexual orientation; and common sexual dysfunction experienced by rape and incest victims and modes of treatment.

RELATED AUTHORIZATIONS

Successful completion of this course as an elective is necessary for fulfillment of degree requirements for any of the specialty areas in the Counseling Psychology Department. If chosen to fulfill elective credit, completion of this course is also necessary for gaining access to licensure as a professional counselor or as a school psychologist.

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**--DRAFT--
SCHEDULE**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
May 9	Introduction Hot Topics Assessment/Treatment scaffolding	<i>Middlesex</i> , Book 4
May 16	Intimacy, Communication, Sex Relationship Talking about bodies	Perel 1-7
May 23	Arousal & Response Anatomy/Society	Lancaster 1-5, 17-18
May 30	Gender Roles/Identity Life Cycle	Perel 8 Lancaster 6-12
June 6	Cybersex, Porn, Sex Trade Addiction Paraphilias	Perel 9 Carnes (Moodle)
June 13	Trauma Violence STD's	Lancaster 19-20 Katz (Moodle)
June 20	Unusual Normality Polyamory BDSM Sex and Spirit	Perel 10-11 TBA (Moodle)
June 27	SYNTHESIS	Lancaster 20-25

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Assessment/Treatment Scaffolding

Assessment

- Circumstance
 - Individual/group/universal
- Knowledge
 - Information and beliefs as based in family, culture, direct experience
- Skill
 - Psycho-social, cognitive, political
- Disposition
 - Self story -- self-esteem, self-efficacy
 - Physical and social mediators (developmental/situational)
- Experience
 - Intrapersonal/interpersonal
- Behavior
 - Social/private – cognitive/emotional, physically enacted

Treatment (including prevention)

- ~~mediated by above, emphasis on idiopathic expression of diversities
 - Individual
 - Family
 - Group
 - Community

Counselor variables

- ~~consistently matured and applied in practice via
 - Active reflection on one's own life experiences
 - Conscious and ongoing consideration of oneself relative to above-listed assessment variables
- ~~specific theoretical orientation linked w/ practice