

COURSE SYLLABUS

CNS 582

Sex Therapy

Department: Counseling and Student Affairs

Course Number: CNS 582

Credit Hours: Three Semester Hours

Course Title for the Catalog: CNS 582: Sex Therapy

Catalog Description: Knowledge, attitudes, and skills required for counseling with a broad spectrum of sexual concerns.

Enrollment Restrictions: Graduate Status

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Purpose of this Course: The course is designed to provide training on how to do therapy with clients whose diagnosis include the Psychosexual Disorders described in the Diagnostic and Statistics Manual of the American Psychiatric Association (DSM IV). Training will also include intervention strategies in relationship systems experiencing sexual intimacy problems. Information will be presented to assist professionals who work with children and adolescents who experience sexual concerns and trauma. The course is intended to meet Marriage and Family (M & F) therapy category for American Association for Marriage & Family Therapy (AAMFT) and sex therapy training category for American Association for Sex Education Counselors and Therapists (AASECT). This course is also designed to meet the following Counsel for Accreditation of Counseling and Related Programs (CACREP) 2009 standard for Marriage, Couple, and Family Counseling: Counseling, Prevention and Intervention C. Knowledge #3: Understands human sexuality (e.g. gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

Method of Instruction: This is a web-enhanced class. There will be two Saturdays of required class time with the remainder of the course taught through web instruction.

Course Objective: Upon completing CNS 582, the student should have gained

- Knowledge:
1. The student will be knowledgeable of assessment and diagnosis of various sexual dysfunctions described in the DSM IV.
 2. The student will describe appropriate treatment choices related to major sexual dysfunctions.

3. The student will gain an understanding of sexual concerns of the family system including children, adolescents, and adults and learn strategies to address those concerns in individual and couple counseling.
4. The student will be knowledgeable of the span of normal sexual responses.
5. The student will be able to define sexual terms.
6. The student will gain knowledge of therapy and methods of sex-related psychotherapy.
7. The student will be able to dispel various myths concerning sex and sexual behavior.
8. The student will understand the effects of sexual variations, disorders and dysfunctions on the individual and the family system.
9. The student will understand the therapy and method of approach to medical intervention in the evaluation and treatment of psycho-sexual disorders.
10. The student will understand human sexuality including gender, sexual functioning, sexual orientation and its impact on family and couple functioning. (CACREP) standard C, #3 of the M,C,F Counseling

Skills:

1. The student will serve as consultant for suggesting appropriate literature about sexual functioning to clients with sexual concerns. The principles of consultation collaboration and referral will be examined.
2. The student will develop techniques of sex-related assessment and diagnosis of the Psychosexual Disorders described in the DSM IV.
3. The student will develop skills for making responsible decision concerning sexuality and self.
4. The student will demonstrate skill in treating various sexual dysfunctions.
5. The student will enhance the skill of self-awareness used in consultation, teaching, and interpersonal relationships based on an understanding of the relevant content of human sexuality as it affects all individuals through out the Life Span. The student will develop techniques for evaluation of my clinical outcomes.

Attitudes:

1. The student will become more comfortable in discussing sexual matters.
2. The student will become more in touch with their sexual attitudes.
3. The student will be more sensitive to the feelings and attitudes of others regarding sexuality.

- Values:
1. Students will explore their own sexual attitudes and values as they relate to being a counselor.
 2. Students will be more sensitive to the values of others regarding sexuality.
 3. Students will develop an understanding of sexuality as a powerful human force in relationships, in communication and in the family system.
 4. Ethical standards of AASECT will be examined in relationship to the student's own values.

Standard C #3 of CACREP	Objective #10 Knowledge	Addressed-Class meetings 1-7	Measured by the Portfolio Assignment
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Required Textbook: Buehler, Stephanie. What Every Mental Health Professional Needs to Know About Sex. (2014). New York: Springer Publishing Company.

Grading & Requirements

C Grade (To receive a final grade of a C, a student must do the following):

- Attend at least 85% of the class meetings.
- Score an average of at least 80% on two unit exams
- Satisfactory complete all web assignments

B Grade (To receive a final grade of a B, a student must do the following):

- Attend at least 90% of the class meetings.
- Score an average of at least 85% on two unit exams
- Satisfactory complete all web assignments

A Grade (To receive a final grade of an A, a student must to the following):

- Attend 95% of class meetings.
- Score an average of at least 92% on two unit exams
- Satisfactory complete all web assignments
- Read a book on Sexual Concerns and write a short review. Send the review to your professor. (Details of this assignment will be discussed in class)

Plagiarism:

The Western Kentucky University Handbook of University Life describes plagiarism as follows: "To represent written work taken from another source as one's own is plagiarism. One must give any author credit for source material borrowed from him. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism." In addition, for the purposes of this course, to lift material verbatim or to paraphrase from a source and then not to cite that source is unacceptable. Plagiarism will result in a score of zero (0) for that work.

Academic Integrity:

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters.

Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Disabilities:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004.

Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

Course Schedule

Time Period	Content	CACREP Standard
Class meeting #1 & #2.	Ethical values, sexual behaviors, sexual arousal, and sexual response associated with individuals and couples. Sexual problems, therapy, and common sexual myths.	C#3
Class meeting # 3.	Sexual dysfunctions, diagnosis and treatment of sexual problems for individuals and couples.	C#3
Class meeting # 4.	Sexual abuse, couple sexual concerns and resolutions, atypical sexual variations, and couple relationships.	C#3



<http://edtech2.wku.edu/portfolio>

Note: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS 582, you are required to upload your ***Portfolio Reaction Paper***.

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS567 (click on "View Critical Performances")
- You will see "Professional Identity Paper"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)

Critical Performance

Portfolio Reaction Paper; Web-enhanced assignment #6.

For the following open response questions provide a detailed answer, the response will be opinions you have based on your knowledge of human development. I am not expecting a specific answer but your views on the open response. Please do not exceed four pages.

Explain how gender, sexual functioning and sexual orientation has an impact on a family and couple functioning.

Your reaction paper will be evaluated using the following rubric:

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge (1)	Student demonstrates minimal knowledge (2)	Student meets knowledge requirements (3)	Student exceeds knowledge expectations (4)
Understands human sexuality including gender and its impact on family and couple functioning.	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Sexuality, including a framework for understanding gender and its impact on family and couple functioning.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Sexuality including a framework for understanding gender and its impact on family and couple functioning.	Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Sexuality including a framework for understanding gender and its impact on family and couple functioning.	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Sexuality including a framework for understanding gender and its impact on family and couple functioning.

Understands human sexuality including sexual functioning and its impact on family and couple functioning.	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Sexuality, including a framework for understanding sexual functioning and its impact on family and couple functioning.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Sexuality including a framework for understanding sexual functioning and its impact on family and couple functioning.	Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Sexuality including a framework for understanding sexual functioning and its impact on family and couple functioning.	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Sexuality including a framework for understanding sexual functioning and its impact on family and couple functioning.
Understands human sexuality including sexual orientation and its impact on family and couple functioning.	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Sexuality, including a framework for understanding sexual orientation and its impact on family and couple functioning.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Sexuality including a framework for understanding sexual orientation and its impact on family and couple functioning.	Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Sexuality including a framework for understanding sexual orientation and its impact on family and couple functioning.	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Sexuality including a framework for understanding sexual orientation and its impact on family and couple functioning.