



CED 6085: Sexuality

COURSE INFORMATION

Semester/Year: Sp/Su 2022

Division: Theoretical & Behavioral
Foundations

Class location: TBD

Class day/time:

May 10 6:00-9:00 PM

May 24 6:00-9:00 PM

June 7 6:00-9:00 PM

June 21 6:00-9:00 PM

July 5 6:00-9:00 PM

July 19 6:00-9:00 PM

Credit hours: 3

Class type: Hybrid

FACULTY CONTACT INFORMATION

Name: Shadin Atiyeh

Office Address: #327 Education

Office Hours: By Appt

Telephone: EXT 78853

E-mail Address: shadin.atiyeh@wayne.edu

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Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

[Student Disability Services](#)

[LGBTQ+ Resources](#)

Course Description

Counseling clients with sexual concerns, diverse sexual orientations, and diverse gender identities.

Course Goal: Students will be able to articulate physiological terminology associated with sex and will also be able to identify sexual concerns that are treatable through counseling, while distinguishing sexual concerns that require a referral to a medical professional. This course also introduces students to gender identity and sexual orientation.

Method(s) of Instruction: hybrid lecture and asynchronous online activities.

CED 6085: Sexuality
Course Materials

Required Textbook(s):

 Lehmilller, J.J. (2017). The psychology of human sexuality (2nd Ed). Hoboken, NJ:
 Wiley-Blackwell.

Course Outcome Alignment with Assignments (& Standards)

CACREP 2016 STANDARDS	LEARNING OUTCOMES	WHEN	HOW IS IT MEASURED
2.F.2.h	1) Students will identify and articulate their personal reactions, including biases, values and beliefs in the context of sexuality.	Week 2 Week 4	Reflection Papers
2. F.8.a	2) Students will critique peer-reviewed journal articles on topics relevant to human sexuality, sex behavior, and sexuality counseling.	(1) Week 7 (1) Week 9	(2) Article Critiques
5.C.2.j	3) Students will identify strategies associated with sexuality counseling and working with clients who are experiencing sexual difficulties	Week 11	Presentation

Grading System

Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

Assignment/Exam	Points
Intimacy Inventory Paper	15
Reflection Paper	15
Presentation	10
Article Critiques	20
Final Exam	40
TOTAL	100

Course Assignments and Exams

Paper in Response to Esther Perel's Intimacy Inventory (15 points)

Complete the Inventory and then write a **2 – 3-page paper** reflecting your reactions and summarizing what you learned. You do not have to turn in actual answers to the Inventory. The paper is to be in APA formatting style.

The Intimacy Inventory is designed to get you to start asking questions, to explore yourself, your behaviors, your motives and your history with regard to intimacy. Our relational and sexual aspirations are based on what you had, what you did not have, what you wish to repair, and what you wish to repeat. The goal is for you look at your answers without judgment or prejudice, so you can take notice of your challenges and to map the changes you would like to make.

Reflection Paper on Attitudes & Beliefs on Love, Attraction and Sexuality Inventory (15 points)

Complete the Inventory and then write a 2 -3 page Reflection Paper. You do not have to turn in actual answers to Inventory.

The Attitudes & Beliefs on Love, Attraction and Sexuality Inventory is designed to explore your attitudes towards various sexual and romantic practices.

Reflection Paper

1. What makes a sexual or romantic practice healthy or unhealthy?
2. What responsibilities do mental health professionals have when discussing sexual/romantic topics with their clients?
3. Which of the topics in the Inventory would you be most comfortable discussing with clients?
4. Which of the topics would you be least comfortable discussing with clients?
5. Which of the topics are illegal?
6. What questions do you have?

Presentation on an Aspect of Sexuality and/or Gender Identity & Counseling (10 points)

Students will be assigned to groups and will study a sexuality topic related to counseling, to be agreed upon between students and instructor, and deliver a 15 to 20-minute presentation to class on specified date. Criteria will be discussed in more detail in class.

Two (2) Article Critiques (10 points each; 20 points total)

Each student will be responsible for **critiques of two (2) research articles**, which focus on an aspect of sexuality and counseling. Students will select two (2) empirical articles (that use data, peer reviewed, and has been published within the last five years). The article critique should be approximately 3 - 4 pages in length. Your article must be typed in the style presented by the American Psychological Association (APA), 6th edition publication. Outline for the critiques is listed below:

- a. Introduction (including demographic information)
- b. Purpose of the study (should be noted within article)
- c. Summary of the study (in your own words, discuss methodology, sample size, results, etc.)
- d. Relevance of the study to the problem or research question (how congruent is the article?)

- e. Applicability of the researcher's findings to providing interventions with racial, cultural and diverse clients (does the article have a multicultural application?)
- f. Implications for counseling, psychology, etc. (how does this article impact the profession?)
- g. Does the research make a contribution to the field of counseling? How?
- h. Conclusion (what are your thoughts? What might you add/do differently?)

Final Exam (40 points total)

The final exam may include any combination of true/false, multiple choice, short answer and essay questions.

Course Schedule (Class sessions in bold)

Week/ Module	Topic(s)	Reading(s) Due	Assignment(s) Due
1 May 9	Theoretical Perspectives of Human Sexuality	ch. 1	
2 May 16	Sexology Research Exploration of student values/beliefs	ch. 2	Paper in Response to Esther Perel’s Intimacy Inventory Due
3 May 23	Anatomy of Sex & Sexual Response	ch. 3, 4	
4 May 30	Gender and Gender Identity, Sexual Orientation	ch. 5, 6	Reflection Due
5 June 6	Laws of Attraction, Intimate Relationships	ch. 7, 8	
6 June 13	Sexual Behaviors and Lifespan Sexual Development	ch. 9, 10	
7 June 20	Sex Education and STD’s	ch. 11, 12	Article Critique #1 due
8 June 27	Sexual Dysfunction and Sex Therapy	ch. 13	
9 July 4	Variations in Sex Behavior	Ch. 14	Article Critique #2 due
10 July 11	Sex Laws, Sexual Victimization and Sexual Marketplace	Ch. 15	
11 July 18	Student Presentations		Student Presentations
12 July 25	FINAL EXAM		FINAL EXAM

Class Policies

Professionalism

Evaluation procedures for prospective professional counselors are unique, as they include evaluating students based on their [professional dispositions](#). In this course, students’ dispositions will be evaluated based on the congruence between their behaviors and the [Expectations for Students](#). A single one percent will be deducted

from a student's final grade for each minor incongruence. Multiple percentage points will be deducted for major deviations from the expectations. Point deductions are at the instructor's discretion.

Expectations for Students

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Come to every class or online meeting prepared and on time and participate in all activities and discussions.
6. Engage fully with readings, assignments, and group work.
7. Students are expected to write at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.
8. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for [FERPA](#) reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor, please begin and conclude your message with salutations (e.g., Dr. Mack) and professional language. Proofread all emails or online postings before sending them.
9. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.
10. Students must be able to regularly use a computer with internet access.
11. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.

Confidentiality

Communications between students and the instructor are not guaranteed to be confidential. As a mandated reporter, the instructor is required to report allegations of child abuse to the appropriate governmental agency or authorities. Court orders, gatekeeping concerns, imminent threats, academic need to know, and other contexts may result in the instructor disclosing student communications to third parties.

Submitting Assignments

As assignments will be turned in via Canvas, **late assignments will not be accepted**. Students are responsible for verifying that assignments are successfully uploaded to Canvas. If Canvas is malfunctioning, please email your assignment to the instructor ASAP, to avoid being penalized. Assignments that are not received via Canvas or email prior to the deadline will not be graded. All assignments are due by 11:59 pm on the due date.

Attendance Policy

This course will involve lecture, discussion, online assignments and group activities. As such, it is learner centered. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as scheduled. Attendance is mandatory and is required at all class sessions. Please note that Incomplete Grades will only be given under extreme circumstances.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symlicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered **“Responsible Employees”** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at:

http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Class Recordings (Face to Face Instruction)

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. [WSU's Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.

Privacy and Confidentiality Rules

The University's shift to remote teaching has created some new privacy and confidentiality concerns. Recordings of classes taught via Zoom may capture students saying things they consider embarrassing. Zoom recordings often include views of the inside of students' residences, which many students consider to be private. Students have the right to be confident that video, audio, and still images of class sessions will not be viewed by anyone other than those who are enrolled in the course. To preserve the integrity of the course when it is taught in future semesters, the contents of quizzes and other class materials must be kept confidential.

For these reasons, every student enrolled in the course must agree to the following set of rules aimed at protecting privacy and confidentiality.

If you feel that you need to make your own recordings of class sessions, please contact me so we can discuss your situation individually.

* * *

I agree that I will adhere to the following rules in connection with my participation in [identify professor, course, and semester]:

- I will not record the audio or video of any online class session.
- I will not take a screenshot of any screen displayed as part of any online class session.
- I will not share any audio, video, or still image from an online class session with anyone who is not a student enrolled in the class.
- I will not share any material from quizzes [add other relevant materials here] with anyone who is not a student enrolled in the class.
- I will not share any recording of a class session made by the professor with any other person.

Signed: _____