Course Information

Title: Sexuality
SAC (Subject Area Code) & Number: CED 6085
Section:
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information

Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin 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.
## Course Learning Outcomes

<table>
<thead>
<tr>
<th>CACREP 2016 STANDARDS</th>
<th>LEARNING OUTCOMES</th>
<th>WHEN</th>
<th>HOW IS IT MEASURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.2.h</td>
<td>1) Students will identify and articulate their personal reactions, including biases, values and beliefs in the context of sexuality.</td>
<td>Week 4</td>
<td>Reflection Paper Atitudes and Beliefs on Love, Attraction and Sexuality</td>
</tr>
<tr>
<td>2. F.8.a</td>
<td>2) Students will critique peer-reviewed journal articles on topics relevant to human sexuality, sex behavior, and sexuality counseling.</td>
<td>(1) Week 10 (1) Week 12</td>
<td>(2) Article Critiques</td>
</tr>
<tr>
<td>5.C.2.j</td>
<td>3) Students will identify strategies associated with sexuality counseling and working with clients who are experiencing sexual difficulties</td>
<td>Week 13</td>
<td>Presentation</td>
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</tbody>
</table>

## Course Materials

### Required Text


### Additional Resources

(videos, TED Talks, journal articles) will be provided to students throughout the course.

Students are expected to adhere to the current edition of the APA Style Manual when writing papers.

## Assessment of Student Performance

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Intimacy Inventory Paper</td>
<td>15 %</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>15 %</td>
</tr>
<tr>
<td>Presentation</td>
<td>10 %</td>
</tr>
<tr>
<td>Article Critiques</td>
<td>20 %</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
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 (not including cover page) 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.

**DUE: Week # 2**

*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?

**DUE: Week # 4**

*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, 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.

**DUE: Week # 13**

*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?)

DUE: 1st critique @ week # 10
2nd critique @ week # 12

Midterm and Final Exam (20 points each; 40 points total)

The mid-term and final exams may include any combination of true/false, multiple choice, short answer and essay questions. MIDTERM – Week # 7 FINAL - Week # 15

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>84 – 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>74 –77%</td>
</tr>
<tr>
<td>F</td>
<td>Below 74%</td>
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</table>

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.

**Wayne State University Policies**

**Religious Holidays (from the online Academic Calendar)**

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 (edited statement from the SDS web site):**

- 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 in the Adaman Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately 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.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to
the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

**Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)**

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct:

[https://doso.wayne.edu/conduct/student](https://doso.wayne.edu/conduct/student)

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **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.

- **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.
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

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.

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 (coe.wayne.edu/tbf/counseling/center-index.php). 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.

**Online Course Policies**

As a Hybrid, this course will meet on campus every other week, the alternate weeks will be online. You will need to be able to access Canvas for online assignments.
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>Reading and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - CLASS</td>
<td>Theoretical Perspectives of Human Sexuality</td>
<td>ch. 1</td>
</tr>
<tr>
<td>2 - ONLINE</td>
<td>Sexology Research Exploration of student values/beliefs</td>
<td>ch. 2 Paper in Response to Esther Perel's Intimacy Inventory Due</td>
</tr>
<tr>
<td>3 - CLASS</td>
<td>Anatomy of Sex &amp; Sexual Response</td>
<td>ch. 3, 4</td>
</tr>
<tr>
<td>4 - ONLINE</td>
<td>Gender and Gender Identity, Sexual Orientation</td>
<td>ch. 5, 6 Reflection Due</td>
</tr>
<tr>
<td>5 - CLASS</td>
<td>Gender and Gender Identity, Sexual Orientation</td>
<td>ch. 5, 6</td>
</tr>
<tr>
<td>6 - ONLINE</td>
<td>Laws of Attraction, Intimate Relationships</td>
<td>ch. 7, 8</td>
</tr>
<tr>
<td>7 - ONLINE</td>
<td>MIDTERM EXAM</td>
<td>Mid Term Exam</td>
</tr>
<tr>
<td>8 - CLASS</td>
<td>Sexual Behaviors and Lifespan Sexual Development</td>
<td>ch. 9, 10</td>
</tr>
<tr>
<td>9 - CLASS</td>
<td>Sex Education and STD’s</td>
<td>ch. 11, 12</td>
</tr>
<tr>
<td>10 - ONLINE</td>
<td>Sexual Dysfunction and Sex Therapy</td>
<td>ch. 13 Article Critique #1 due</td>
</tr>
<tr>
<td>11 - CLASS</td>
<td>Sexual Dysfunction and Sex Therapy</td>
<td>ch. 13</td>
</tr>
<tr>
<td>12 ONLINE</td>
<td>Variations in Sex Behavior</td>
<td>CH. 14 Article Critique #2 due</td>
</tr>
<tr>
<td>13 - CLASS</td>
<td>Student Presentations</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>14 - CLASS</td>
<td>Sex Laws, Sexual Victimization and Sexual Marketplace</td>
<td>15</td>
</tr>
<tr>
<td>15 ONLINE</td>
<td>FINAL EXAM</td>
<td></td>
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