

# Human Sexuality

CPSY 565  
Summer, 2014

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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/therapy as they relate to healthy 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 and therapists, 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 a shared source of information for us to draw on in class discussions. 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 insights and observations. In this way this class serves as part of your career-long development as a counselor/therapist who considers and reflectively supports the sexual health of the clients you serve.

## **TEXTS:**

### REQUIRED--

Jeffrey Eugenides (2002). *Middlesex* – Chapter 4. [available on Moodle]  
Roger N. Lancaster (2003). *The Trouble with Nature*. Berkeley, CA: U of Calif. Press.  
Esther Perel (2006). *Mating in Captivity*. New York: Harper Collins  
Paul Joannides (2009). *Guide to Getting It On*.  
Moodle postings – articles, etc.

### RECOMMENDED--

Amara Charles (2007) *Sexual Agreements*. [one review --  
<http://amaracharles-com.myshopify.com/products/sexual-agreements-by-amara-charles-e-book>]  
Patrick J. Carnes (2001). *Out of the Shadows: Understanding Sexual Addiction: 3/E*.  
Kaufman, Silverberg & Odette (2003). *The Ultimate Guide to Sex and Disability*.  
Wendy Maltz (2001). *The Sexual Healing Journey*.

## **MOODLE:**

We will use Moodle for this course, so please check the page for **CPSY 565, Summer 2014** regularly – and if this is the first time you’ve seen this note .. well .. do it now.

## 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 (i.e., in a kind of journal). As part of opening each class, we will re-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 Scaffold [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 Scaffold [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, 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, participate in a fish bowl book club discussion. Practice insights will be one focus/outcome of this discussion.

- **Synthesis**

In our next 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 **Assessment/Treatment Scaffold** (see description above and attached outline) in a final form as it represents what you have learned over the term.

These are due **Friday, June 27**.

#### **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 discomfoting. 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 following the last class. There are two options for this submission: e-mail to me, 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. Sexual and reproductive anatomy and physiology.
2. Developmental sexuality from a psychobiological perspective.
3. Medical factors that may influence sexuality including illness, disability, drugs, pregnancy and pregnancy termination, contraception and fertility, sexually transmitted diseases.
4. Knowledge of sexually transmitted infections and safer sex practices.
5. Sex research/literature.
6. Varieties of sexual orientation and gender identities.
7. Atypical sexual behavior, hyper-sexuality, and sexual dysfunction.
8. Substance abuse and sexuality.
9. History of the discipline of sexology.

#### **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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## SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
May 9	Introduction Arousal & Response Anatomy/Society	<i>Middlesex</i> , Book 4 Lancaster 1-4 Joannides (any three)
May 16	Intimacy, Communication, Sex Relationship Talking about bodies	Perel 1-7 Joannides (any three)
May 23	Gender Roles/Identity Life Cycle	Perel 8 Lancaster 5-12, 17-18 Joannides (any three)
May 30	Trauma Violence STD's	Lancaster 19-20 Katz (Moodle) Joannides (any three)
June 6	Cybersex, Porn, Sex Trade Addiction Paraphilias	Perel 9 Maltz (Moodle) Joannides (any three)
June 13	Unusual Normality Polyamory BDSM Sex and Spirit	Perel 10-11 TBA (Moodle) Joannides (any three)
June 20	Intimacy, Communication Sex & Spirit	Perel Lancaster 9-16
June 27	Reproductive Justice	Moodle articles
July 12	Anatomy & Heteronormativity Revisited	Moodle articles Lancaster
July 18	FINAL CLASS Synthesis	Book Club

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## **Assessment/Treatment Scaffold**

FOR EACH SEXUAL HEALTH CIRCUMSTANCE:

### **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