



**LEWIS & CLARK COLLEGE**

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**GRADUATE SCHOOL OF EDUCATION AND COUNSELING**  
**MCFT 569: SEX THERAPY** **SPRING - 2016**

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Time & Day: TBD

Instructor: Marisol Garcia, Ph.D.

Room: Corbett Annex

Office: Rogers Hall                      Office hours- by appointment before or after class

CATALOG DESCRIPTION

Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, critique of the social construction of sex, systemic bio-psycho-social spiritual assessment of sexual well-being, and systemic treatment of specific sexual problems.

COURSE DESCRIPTION

This is an advanced course with a focus on sexual issues, requiring participants to apply what they are learning about couple and family therapy to the specialized area of sex therapy with couples. Because the course relies heavily on family and couple therapy theory and practice, students must be in the MCFT program; CPSY 504 and CPSY 562 are prerequisites and CPSY 560 is a co-requisite to enroll in the course.

In this course, we will explore sexual development, the social construction of sex, gender, and sexuality continuums, feminist critiques of dominant sexual discourses, the impact of sex abuse on adult sexual functioning, major sexual dysfunctions and their treatments, a bio-psycho-social spiritual approach to understanding and treating sexual problems, and other important topics.

STUDENT LEARNING OUTCOMES

SLO 1.1 Students recognize the impact of power on individuals, families, and communities

SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience

SLO 1.3 Students apply systems/relational theories to case conceptualization.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

SLO 3.2 Students draw on the research literature relevant to family therapy in case planning

SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas.

### COURSE 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.

### CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

### SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

## TEXTS AND MATERIALS

1. Kleinplatz, P. J. (2012). *New directions in sex therapy: Innovations and alternatives*. Philadelphia: Brunner-Routledge.
2. Rosen, R. & Leiblum, S. (1995). *Case studies in sex therapy*. New York: Guilford Press.
3. Perel, E. (2006). *Mating in Captivity*. NY: Harper Collins.

## COURSE REQUIREMENTS AND EVALUATION

### ***Attendance and Participation***

***33 points***

Acknowledging that adults have a variety of learning styles, it is still important that you all attend and actively participate in class activities.

### ***Case Presentations***

***33 points***

Students will be called on to open discussion regarding case assignments. I will use a cold-call method, which suggests that every student must be prepared to discuss the case in a detailed and thoughtful manner. Instructions and procedures for case presentations will be provided on the first day of class.

### ***Final***

***33 points***

The final for this class will be a case conceptualization exemplifying all the work covered throughout the semester. The same format for case conceptualization used throughout semester will be utilized

## GRADING

93-100 = A	80-82 = B-
90-92 = A-	78-79 = C+
88-89 = B+	73-77 = C
83-87 = B	70-72 = C-

## COURSE SCHEDULE

-	<b>Topics</b>	<b>Readings due</b>
Week 1	Course Overview, Sexual themes	
Week 2	What is sexuality?	New Directions, Chap 1, 2, 6
Week 3	What influences sexuality?	New Directions Chapters 7, 8, 11
Week 4	Case Conceptualizations Sex Addiction	New Directions Ch. 9, 13
Week 5	Case Conceptualizations Assessment Sexual History	Mating in Captivity Ch 1, 2, 3
Week 6	Sex Therapy Session Sensate Focused Sex Therapy Surrogate Sex Tantric Sex	Mating in Captivity Ch 4, 5, 6
Week 7	Sex Therapy Session Case conceptualizations	Mating in Captivity Ch 7, 8, 9
Week 8	Sex Therapy Session Case Conceptualization	
Week 9	What is Normal? Sex Therapy Session Case conceptualization	Case studies in sex therapy, Ch 1, 2, 3
Week 10	Sex Therapy Session Case conceptualization	Case studies in sex therapy, Ch 3,4,5
Week 11	Sex Therapy Session Case conceptualization	Case studies in sex therapy, Ch 5,6,7

Week 12	Sex Therapy Session Case conceptualization	Case studies in sex therapy, Ch 7,8,9
Week 13	Sex Therapy Session Case conceptualization	Case studies in sex therapy, Ch 10.11.12
Week 14	Sex Therapy Session Case conceptualization	Case studies in sex therapy, Ch 13, 14, 15
Week 15	Sex Therapy Session Case conceptualization	

## Sex Therapy Final Paper Rubric

	<b>Unacceptable (0-1)</b>	<b>Below Expected (2-3)</b>	<b>Expected/Exemplary (4-5)</b>	<b>Total Points (out of 5 possible)</b>
Show impact of power	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Show interconnections among biological, psychological, social systems	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Show systems/relational theories	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Show self-reflection on the implications own and others' social location in clinical practice.	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Attention to social justice and cultural democracy.	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Draw on the research literature	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Show relational and systemic perspective	Incomplete and/or disorganized presentation	Complete but shallow presentation of issue	Complete and complex presentation of issue	

	of issue			
Provide Treatment Options and Strategies	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	