

"We are a community that commits itself to diversity and sustainability as dimensions of a just society" --*Lewis and Clark Mission Statement*

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**LEWIS & CLARK COLLEGE**

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**GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
FALL 2018  
MCFT 570: ADVANCED SEX THERAPY**

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Instructor: Marisol Garcia, Ph.D.  
Contact Information: [garciawestberg@gmail.com](mailto:garciawestberg@gmail.com)

Place: Lewis and Clark Community Counseling Center  
Instructor: Marisol Garcia, Ph.D.  
Office: Rogers Hall

CATALOG DESCRIPTION

Advanced knowledge and practice of sex therapy from a systemic, relational perspective. The course includes a focus on the professional context and educational requirements for eventual certification as a sex therapist.

COURSE DESCRIPTION

Participants in this course learn advanced theories and techniques for providing sex therapy. Because the course relies heavily on couple and family therapy theory and practice, students must be in the MCFT program; CPSY 504, CPSY 560, CPSY 562, CPSY 526, and CPSY 569 are prerequisites.

This course includes a practical experience that provides participants with the opportunity to engage in assessment, treatment planning, intervention, and outcome evaluation in the clinical treatment of sexual issues. Participants will also become more familiar with the broader professional context and requirements for becoming certified sex therapists.

COURSE OBJECTIVES

1. Engage in practicum experience, i.e. exposure to treatment of clinical cases through observation and demonstration.
2. Apply theory to practice
3. Advance studies in the treatment of typical issues presented in sex therapy

4. Practice case conceptualization based on the dynamic nature of practice
5. Attend to self of the therapist and ethics with particular emphasis on power and justice
6. Critical consumption and application of sex therapy research

### STUDENT LEARNING OUTCOMES

- 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.
- SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location in clinical practice.

### ***Treatment Team***

Students will form a treatment team at the Lewis and Clark Community Counseling Clinic for a sex therapy client(s). Participation in the treatment teams involves case conceptualization and treatment planning as a group. This assignment is worth 40 points.

### ***Weekly Research Presentations***

Students will present for 20 minutes with 10 minutes of questions on a particular sex therapy topic every week. The focus should be on treatment, not on theory. You can give some background in regards to theory but the focus should be on what can we do with the idea? I encourage you to come up with interventions. You will be graded by your peers with the following rubric. This assignment is worth 40 points.

### Rubric for Presentations

		Points given
Organization	10 points	
Applicability	10 points	
How much you learned	10 points	
Effort	10 points	

#### ***Readings/Videos 20 points***

Day 1: Berry, M., & Barker, M. (2013). Extraordinary interventions for extraordinary clients: Existential sex therapy and open non-monogamy. *Sexual and Relationship Therapy*, 29(1), 1-10.

Day 2: Berry, M., & Lezos, A. (2017). Inclusive sex therapy practices: A qualitative study of the techniques sex therapists use when working with diverse sexual populations. *Sexual and Relationship Therapy*, 32(1), 2-21.

Day 3: Where Should We Begin? with Esther Perel: S1 Ep. 6: There’s you, there’s me, and there’s us.

Henderson, P. (2013). In praise of “ordinary” sex therapy. *Sexual and Relationship Therapy*, 29(1), 1-3.

Day 4: Derby, D., Peleg-Sagy, T., & Doron, G. (2016). Schema Therapy in Sex Therapy: A Theoretical Conceptualization. *Journal of Sex & Marital Therapy*, 42(7), 648-658.

Day 5: Brewer, G., & Tidy, P. (2017). Premature ejaculation: therapist perspectives. *Sexual & Relationship Therapy*, 32(1), 22-35. doi:10.1080/14681994.2016.1188200

Day 6: Where Should We Begin? with Esther Perel: S1 Ep. 8: Sexlessness

Day 7: Love, H. A., Moore, R. M., & Stanish, N. A. (2016). Emotionally focused therapy for couples recovering from sexual addiction. *Sexual & Relationship Therapy*, 31(2), 176-189. doi:10.1080/14681994.2016.1142522.

Day 8: Where Should We Begin? with Esther Perel: S1 Ep. 1: I’ve had better

Day 9: ARMSTRONG, HL; REISSING, ED. Women who have sex with women: a comprehensive review of the literature and conceptual model of sexual function. *Sexual & Relationship Therapy*. 28, 4, 364-399, Nov. 2013. ISSN: 14681994.

Day 10: WERNIK, U. Mending broken hearts with a throw of the dice. *Sexual & Relationship Therapy*. 26, 1, 103-110, Feb. 2011. ISSN: 14681994.

Trudel, G., Turgeon, L., & Piche, L. (2010). Marital and sexual aspects of old age. *Sexual & Relationship Therapy*, 25(3), 316-341. doi:10.1080/14681991003750467

### 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 maybe 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.