COURSE DESCRIPTION
Sexualities are not simply something we possess; they are constructed, performed, restricted and controlled, all within the historical and cultural setting in which we live. This course will examine the intersections among sexuality, culture, gender and the body. Our goal will be to explore a variety of sexualities emphasizing the multifaceted nature of power, privilege and oppression inherent in human sexuality. There will be a specific focus on the role counseling/therapy plays in cultivating sexual discourses and the impact those discourses have on our lives. For example, students will learn to critically investigate how and why some sexual behaviors become pathologized and later normalized by mental health practitioners. Finally, an important part of this course includes the consideration of our own histories and vulnerabilities as they influence our capacity to support others’ sexual health.

The reading assignments outlined below are the expected minimum readings. These readings will be used to facilitate early class discussions. However, there is an expectation of our cooperative investment and involvement in collecting and sharing information, community resources, and personal expertise. In this way, this class supports your career-long development as a counselor/therapist who considers and reflectively supports the sexual health of the clients you serve.

STUDENT LEARNING OBJECTIVES
This course promotes the following student learning outcomes:

SLO 1: Students will demonstrate integrity, compassion and commitment to working with diverse groups.

SLO 2: Students will demonstrate excellent therapeutic skills with individuals, couples, and families.

SLO 3: Students will demonstrate dedication to social justice and global citizenship.

COURSE OBJECTIVES
Participants in this course will:

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. Learn to assess sexual issues from a bio-psycho-social spiritual perspective that includes an analysis of power imbalances relative to sex.

4. Learn primary treatment approaches and techniques for resolving sexual problems and consider their use within specific cultural and social contexts.

5. Develop fluency and comfort talking about sex and sexual functioning with individuals and couples.

6. Consider treatment issues specific to sex therapy with heterosexual, lesbian, gay, trans, and bi-sexual couples/families, as well as other diversity issues.

7. Explore own biases relative to sexual orientation and sexual practices that are likely to influence work with clients.
REQUIRED TEXTS

RECOMMENDED READINGS
2. Emily Nagoski (2015). *Come as You are: The Surprising New Science That Will Transform Your Sex Life*

ATTENDANCE
The success of this class depends on your attendance. 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.

COURSE REQUIREMENTS AND EVALUATION

*Attendance and Participation (worth 10 points)*

Note: While adults have a variety of learning styles, it is still important that you attend and actively participate in class activities (including discussion of assigned reading).

*News of the Day (worth 20 points):*

Each student will give a short presentation in class on a sexual topic that may come up in therapy. The presentation should include how popular media (print, electronic, audio/video) treats this subject, the historical/ cultural context shaping the subject, and the therapeutic relevance of the subject. Your presentation should be 10 minutes in whatever format feels comfortable (PowerPoint, video clips & discussion) and then a discussion (5-10 minutes) with an emphasis on clinical interventions you might use. Students will provide the class with the resources they found/ developed for clinical interventions the night before the presentation (See Rubric Below).
Sexual Genogram & Self of Therapist (worth 40 points – first draft 20; second draft 20):
Arguably, one of the most important and impactful elements of therapy is the relationship cultivated between the client and therapist. This assignment requires the student to examine their social location and the ways in which these intersections may inform the ability to establish a therapeutic connection when addressing issues of sexuality. Students will be asked to explore their lived experience as it relates to biases, privileges, and oppression by doing a sexual genogram on their family (as you define it: family of choice, adopted fam., bio. fam., etc.). The class will work together to create a list of questions to conduct a sexual genogram in order to explore the relationship between the therapist’s social location and sexual politics.

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

NEWS OF THE DAY GRADING RUBRIC
The presentation should include the historical/cultural context shaping the subject, how popular media (print, electronic, audio/video) treats this subject, and the therapeutic relevance of the subject (e.g. how does this sexual subject impact interpersonal relationships?).

Your presentation should be 10 minutes in whatever format feels comfortable (PowerPoint, video clips & discussion) and then a discussion (5-10 minutes) with an emphasis on clinical interventions you might use.

Please Note: Students will provide the class with the resources they found/developed for clinical interventions the night before the presentation via email.

Grading Rubric for News of the Day - worth 20 points

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<thead>
<tr>
<th>Under-Developed (0 pts)</th>
<th>Appropriate (1-3 pt.)</th>
<th>Good (2-4 pts.)</th>
<th>Superior (5 pts.)</th>
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<tr>
<td>Student demonstrated an understanding of the historical/cultural context of the topic (e.g. popular media)</td>
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<tr>
<td>Student outlined the clinical relevance of the topic (impact on relationships, psychosomatic issues, etc.)</td>
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<tr>
<td>Student illustrated a potential therapeutic intervention one might use in therapy</td>
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<tr>
<td>Student provided the class with client resources related to the</td>
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TOTAL: _____________

SCHEDULE (the following outline is subject to change)

6/5/19
Introduction: What is Sexuality?

6/12/19
Approaches to the Sexual
Reading: Kleinplatz, chapters 2, 5; Hertlein, et al. chapters 1, 15; Weiner L., et al. chapters 1-3

6/19/19
Challenging the Normative
Reading: Kleinplatz, ch. 7; Taormino, Intro. & ch. 1-4; Hertlein, et al. chapters 2, 13; ALL of Barker Queer

6/26/19
The Body and its Complications
Readings: Kleinplatz, chapter 6, 16; Weiner L., et al. chapters 4-7
Guest Speaker: Jenny White (child molestation & family dynamics) 5:30

7/3/19
Identities and Desires
Readings: Kleinplatz, chapters 10, 19, 17; Hertlein, et al. ch. 12; Sherman Z. pages 1-52
Guest Speaker: Stella Harris (BDSM, Kink & Sex Coaching) 5:30

7/10/19
Let’s Get it On:
Readings: Taormino, chapters 5-11; Weiner L., et al. chapters 8-10; Kleinplatz, ch. 17
One-on-One: feedback on first draft of sexual genogram

7/17/19
What Cums up must Cum down
Readings: Kleinplatz, chapters 14, 15; Hertlein, et al. chapters 5, 6, 9, 11
Guest Speaker Alder (painful Sex disorders & Rape) 5:30

7/24/19
Queer Identity Politics, and Desire
Readings: Sherman Z. pages 53-144; Taormino, chapters 11-13; : Kleinplatz ch. 20
Guest Speaker: Zach Carson (transmasculinity, letter writing, and therapeutic support) 5:30

7/31/19
Class, Identity Politics, and Desire
Readings: Sherman Z. pages 145-210; Hertlein 16; Kleinplatz 11
Guest Speaker: Madeleine Tosonturner, PhD. (pelvic floor therapy & sexual health) tentative
Final Draft Due: Sexual Genogram & Self of Therapist

8/7/19
Sexual Baby Steps...Learning New Ways to Get It On
Readings: Sherman Z. pages 211-272