



**MCFT 570  
ADVANCED SEX THERAPY  
FALL 2020**

**Time & Day:** Fridays, 9:00am - 12:00pm | October 2nd - December 11th

**Place:** Zoom Meeting

**Instructor:** Alana R. Ogilvie, MS, LMFT, AASECT CST

**Office Hours:** By appointment - email to schedule

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**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.

**Prerequisites:** Enrolled in the MCFT program and MCFT 504, MCFT 560, MCFT 562, MCFT 526, and MCFT 569 are prerequisites.

**Credit:** 2 units (30 contact hours)

**MCFT 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 and treatment planning.

SLO 2.1 Students self-reflect on the implications of their own and others’ social location in clinical practice.

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

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 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies

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

## **COURSE OBJECTIVES**

1. Practice applying advanced methods of sex-related psychotherapy, including several different models.
2. Learn principles of consultation, collaboration, and referral relative to the practice of sex therapy.
3. Become familiar with techniques for evaluating clinical outcomes in sex therapy.
4. Understand the educational and practice requirements for membership in AASECT.
5. Gain exposure to treatment of clinical sex therapy cases through observation, discussion, demonstration, video clips, role-playing, etc.
6. Explore theory and approach to medical intervention in the evaluation and treatment of psychosexual disorders.

## **COURSE DESCRIPTION**

This course will prepare participants to assess sexual dysfunction and issues of sex and sexuality in practice, create appropriate treatment plans, and integrate sex therapy interventions with clients who want to improve their sexual health and/or overcome sexual dysfunction. Participants will also become more familiar with the broader professional context and requirements for becoming certified sex therapists.

Due to the unusual circumstances presented by COVID-19, this course will use synchronous and asynchronous online learning to facilitate lectures, class discussions, and experiential exercises. Classes will be held online via Zoom unless otherwise specified. The instructor will provide students with a link to access the Zoom classroom before any online meetings take place. You can access the Zoom classroom from any location in which you have access to a private space, high speed internet, and headphones to minimize audio feedback. The class will also have access to a private Discord server where group chats, video meetings and forum discussion will occur. Students will be invited to participate on the server after the first class.

- I want to acknowledge that the times in which we live are impacting each of us in a variety of ways. While I have adjusted our course plans to accommodate remote teaching and class community building, I anticipate that as we move through the term further changes may be made as we decide together what our class needs to learn best. I am open to questions and concerns as it relates to class structure.

## **REQUIRED READINGS**

1. Hall, K. S., & Binik, Y. M. (2020). *Principles and practice of sex therapy* (6th ed.). New York: The Guilford Press.
2. Weiner, C. & Avery-Clark, C. (2017). *Sensate focus in sex therapy: The illustrated manual*. New York: Routledge: Taylor & Francis Group.

## RECOMMENDED READINGS

### *Clinical Reference:*

1. Kleinplatz, P. (2012). *New directions in sex therapy: Innovations and alternatives* (2nd ed.). New York: Routledge: Taylor & Francis Group.
2. Hertlein, K. M., Gambescia, N., & Weeks, G. R. (2020). *Systemic sex therapy* (3rd ed.). New York: Routledge: Taylor & Francis Group.

### *General Sexual Health & Issues Related to Sexuality:*

1. Brotto, L. A. (2018). *Better sex through mindfulness: How women can cultivate desire*. Canada: Greystone books.
2. Hardy, J. W., & Easton, D. (2017) *The ethical slut: A practical guide to polyamory, open relationships, and other freedoms in sex and love* (3rd ed.). California: Ten Speed Press
3. Nagoski, E. P. (2015). *Come as you are: The surprising new science that will transform your sex life*. New York: Simon & Schuster.
4. Perel, E. (2006). *Mating in captivity*. New York: Harper Collins
5. Perel, E. (2017) *The state of affairs: Rethinking infidelity*. New York: Harper Collins
6. Taormino, T. (2008). *Opening up: A guide to creating and sustaining open relationships*. San Francisco: Cleis Press

## COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated By
1.Practice applying advanced methods of sex-related psychotherapy, including several different models.	SLO 1.2 SLO 1.3	CC 1.1.2 CC 2.2.3 CC 2.3.1 CC 3.3.1 CC 4.1.1 CC 4.5.3 CC 2.2.5 CC 2.3.7  TS 01.01 TS 01.02 TS 02.02 TS 02.21 TS 02.03 TS 03.04 TS 02.08 TS 03.11	<ul style="list-style-type: none"> <li>● Group role-plays</li> <li>● Case example engagement</li> <li>● Final case conceptualization</li> </ul>
2. Learn principles of consultation, collaboration, and referral relative to the practice of sex therapy.	SLO 2.1 SLO 4.1 SLO 4.2	CC 3.4.5 CC 5.2.1 CC 5.2.2 CC 5.4.1 CC5.4.2  TS 04.01	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Final case conceptualization</li> </ul>

3. Become familiar with techniques for evaluating clinical outcomes in sex therapy	SLO 2.2  SLO 3.2	CC 1.1.3 CC 2.1.6 CC 2.3.8 CC 4.1.2 CC 4.4.1 CC 4.4.6 CC 3.1.1 CC 5.3.8 CC 6.1.1 CC 6.3.2  TS 02.20 TS 03.11 TS 03.23 TS 05.09	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Case example engagement</li> <li>● Assigned readings</li> </ul>
4. Understand the educational and practice requirements for membership in AASECT.	SLO 4.2	CC 5.1.1 CC 5.1.2	<ul style="list-style-type: none"> <li>● Course discussion</li> <li>● Engagement with assigned readings</li> </ul>
5. Gain exposure to treatment of clinical sex therapy cases through observation, discussion, demonstration, video clips, role-playing, etc.	SLO 4.2  SLO 4.3	CC 2.1.4 CC 4.3.8 CC 4.5.3 CC 5.4.2  TS 03.04 TS 03.11 TS 03.23	<ul style="list-style-type: none"> <li>● Group role-play</li> <li>● Instructor's case examples</li> <li>● Associated group role-plays</li> <li>● Final case conceptualization</li> </ul>
6. Explore theory and approach to medical intervention in the evaluation and treatment of psychosexual disorders.	SLO 1.2  SLO 3.2  SLO 4.3	CC 2.1.1 CC 2.1.2 CC 2.2.5 CC 2.3.7 CC 3.1.1 CC 3.3.1 CC 4.5.3 CC 6.4.1  TS 03.11 TS 04.01 TS 05.09 TS 02.06	<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Instructor's case examples</li> <li>● Associated group role-plays</li> </ul>

### **LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);

Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);

Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

### **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.

### **DISABILITY SERVICES STATEMENT**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle

(503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### **DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only designated ‘classroom’ spaces – unless an exception to confidentiality applies.

### **EVALUATION AND GRADING**

Grades for this course will be determined as follows:

Participation & Attendance	250 pts
Self-of-the-Therapist Reflection	100 pts
Clinical Consultation Group	250 pts
Case Presentation	400 pts
<b>Total</b>	<b>1000 pts</b>

94-100 = A    90-93.5 = A-  
88-89.5 = B+    83-87.5 = B    80-82.5 = B-  
78-79 = C+    73-77.5 = C    70-72 = C-

According to Graduate School policy, grades lower than B- may not apply to graduation

### **CLASS ASSIGNMENTS**

#### **1. Participation & Attendance (250 points)**

This course emphasizes shared reflection on the personal and professional implications of the assigned readings and the implications of these for the practice of sex therapy.

Toward this end, you are expected to:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by written reflections on the required readings for the day and any cases that have been assigned to your clinical consultation group (see below). This will be agreed upon between you and the instructor before any credit will be given.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking.

- Contribute to in-class discussion based on the topics presented and assigned readings for the day.
- Participate in small group discussions, clinical consultation groups and role-plays.

Your participation in class activities will be evaluated according to the following rubric:

<b>Class Participation Expectations</b>	<b>Possible points</b>	<b>Points demonstrated</b>
Prompt and dependable presence in the class	100	
Participates in the activities of the day (role-plays, discussion, reflection activities, etc.)	100	
Helps to create an atmosphere of safety and mutual respect in class	50	
<b>TOTAL</b>	<b>250</b>	

## 2. **Self-of-the-Therapist Reflection** (100 pts)

Before the start of class, you will be expected to turn in a one-page written paper to include your responses to the previous class lecture, activities, discussions and readings, and any personal realizations. Each paper will be worth 10 points and will be evaluated according to the degree of knowledge evident; your willingness to discuss personal reactions and issues evoked by the material; and the timeliness of your submission. Please send your reflection papers to the instructor at: [aogilvie@lclark.edu](mailto:aogilvie@lclark.edu).

## 3. **Clinical Consultation Group** (250 pts)

Effective clinical work as a licensed professional is often done with feedback and input from colleagues, supervisors and other professionals. Understanding how to conceptualize your client's concerns, give and receive feedback on a case, and implement your understanding is key to clinical competency throughout your career. You will be asked to form groups of 4-5 which will be your assigned case consultation group for the semester. Each group will be asked to abide by the following rules:

- Maintain each member's privacy and confidentiality by not disclosing information with individuals outside of class
- Communication, discussion and feedback will be done with respect and will model effective communication strategies and principles (assertive, non-violent, non-judgemental, etc.)

At times the instructor will present a case example in class illustrating the issues, presenting concerns and techniques discussed in class. Each consultation group will be provided with breakout rooms in Zoom during class time. Consult Groups will also have their own Discord Channels to access when they see fit. When a case is assigned to the class, consult groups are expected to discuss how each member would approach the case, how their preferred model of therapy would and/or would not apply, what areas need further assessment, where they imagine taking the case, etc. It is also recommended that personal reactions to the case examples and any differences in approach taken are discussed openly to promote respectful communication.

Your participation in the clinical consultation group will be evaluated according to the following rubric:

<b>Clinical Consultation Group</b>	<b>Points possible</b>	<b>Points demonstrated</b>
Participates in group discussion	50	
Abides by group rules, demonstrates respectful and resourceful communication with fellow group members	50	
Demonstrates the ability to receive feedback in a professional and respectful manner	50	
Demonstrates a clear and accurate understanding of assessment, treatment and clinical principles	50	
Contributes to the understanding, clinical formulation and skill development of other group members	50	
<b>TOTAL</b>	<b>250</b>	

Your professor will be dropping in on breakout rooms during class time to do some of this evaluation. You will also demonstrate the work of your consultation group via large group discussion and further discussion or “recaps” of what was discussed in your consultation group’s Discord text channels.

#### 4. **Case Presentation** (400 points)

In groups of 4-5 (which may or may not be your consultation group) you will create a 20-minute case conceptualization with accompanying PowerPoint/ Google Slides (or other pre-approved visual presentation media) that illustrates your clinical work with a real or imagined sex therapy client. You are welcome to present fictional character(s), a public/historical individual or relationship, or a real case example omitting identifying person information. If using an imagined client, your chosen individual or relationship(s) will need to be pre-approved by the instructor. Using your chosen client you will research a particular theory, technique or intervention in sex therapy and demonstrate its clinical use.

The goal of this presentation is to:

- A. Demonstrate your collective ability to assess a sex therapy case based on your chosen modality
- B. Engage in case conceptualization and treatment planning
- C. Describe the use of sex therapy interventions with the real or imagined client of your group

Your presentation should include the following slides:

- Client demographics and presenting concerns
- Your chosen theoretical model(s) (i.e. PLISSIT, emotion-focused, narrative, internal family systems, etc.)
- Response to DOUPE assessment

- Description of any additional assessment measures used to gather information from client(s) and their responses to these measures
- Initial treatment goals and treatment plan
- Interventions used or to-be-used in the treatment process - this includes a description of how you will use the intervention in session and what you will recommend the client do as homework outside of session
- Indicators that your client is moving towards or has achieved treatment goals

Following your presentation, the class will be allowed 10 minutes to ask clarifying questions and discuss alternative treatment plan strategies that could be used to support your client.

Your case conceptualization presentation will be evaluated according to the following rubric:

<b>Case Conceptualization Presentation</b>	<b>Points possible</b>	<b>Points demonstrated</b>
Presentation follows the outline specified above	50	
Clinicians are receptive to feedback from peers and instructor	50	
Assessment procedures are utilized appropriately, the theoretical model is demonstrated to be appropriate for the case presented, and clinicians synthesize the information gathered effectively	100	
Clinicians formulate a treatment plan that aligns with treatment goals and integrates use of sex therapy treatment interventions appropriately	100	
Clinicians accurately describe sex therapy interventions and demonstrate their understanding of intended treatment outcomes	100	
<b>TOTAL</b>	<b>400</b>	



## COURSE OUTLINE

WEEK	DATE	TOPIC
1	10/2/20	Intro to the Course - Sexology, Research, Education and AASECT
2	10/9/20	The Sexual Genogram - Assessment, History Taking and Sociocultural Factors
3	10/16/20	Sexual Difficulties Traditionally Impacting AFAB Clients and Partners
4	10/23/20	Sexual Difficulties Traditionally Impacting AMAB Clients and Partners
5	10/30/20	Gender and Sexually Diverse Clients -Competency with LGBTQ+, Kinky, Poly Clients, etc.
6	11/6/20	Medical Sex Therapy - Chronic Illness, Cancer, STIs, Pregnancy, Infertility, Medications and Disability
7	11/13/20	Medical Interventions - Pharmacology, Physical Therapy and Professional Collaboration
8	11/20/20	Out-of-Control Sexual Behavior, “Sex Addiction” and Sexual Offenders CASE PRESENTATIONS
-	11/27/20	THANKSGIVING HOLIDAY
9	12/4/20	Trauma and Sexual Recovery - Sexual Abuse, Incest and Difficulties Resulting from Trauma
10	12/11/20	AASECT Ethics and Ethical Management Becoming a Sex Therapist: The Art of Practicing CASE PRESENTATIONS

Principles and Practice of Sex Therapy (6th Ed) will be referred to as PPST

Sensate Focus: The Illustrated Manual will be referred to as SF

\* = Article available on Google Drive

### WEEK 1

10/2/20

#### **Introduction to the Course & History of the Field**

1. Introductions and Syllabus Review
2. History of the Field: Sexology and Sex Therapy
3. AASECT - History, Ethics and Certification

#### **Readings & Materials:**

- A. \*What Every Sex Therapist Needs to Know by Jane Ridley
- B. [The American Association of Sexuality Educators, Counselors and Therapists](#)

- C. [What Does a Sexologist Do, Anyway?](#) by Kelsey Borreson on Huffpost.com
- D. SF Chapters 1-6

*WEEK 2*

10/9/20

**The Sexual Genogram - Taking a Sexual History**

1. Taking a Sexual History - Family-of-origin influences on sexual intimacy, sexual scripting and sexual decision-making
2. Conducting a Sex Therapy Assessment
3. Sociocultural Considerations in Sex Therapy - The impact of culture, race, ethnicity on sexual expression

**Readings & Materials:**

- A. \*Revisiting the Sexual Genogram by Christopher Belous, Tina Timm, Grace Chee & Michael Whitehead
- B. \*Biopsychosocial Assessment and Treatment of Sexual Problems in Older Age by Sallie Foley
- C. Video: [The PLISSIT Model](#)
- D. \*Using the Extended PLISSIT Model to Address Sexual Healthcare Needs by Taylor and Davis

*Recommended Readings:*

- A. [Reclaiming What it Means to be a Sexual Black Woman](#) by Dalychia & Rafaella of Afrosexology
- B. [Ageism and Sexuality](#) by Ageing Equal
- C. [What We Can All Learn from the Fat Sex Therapist](#) by Alexandra Jones
- D. [Having Sex When You're Fat: Tips on Positions, Props & Preparation](#) by Elle Chase

*WEEK 3*

10/16/20

**Sexual Difficulties Traditionally Impacting Assigned Female at Birth Clients and Partners**

1. Assessment and Treatment of Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder (Dyspareunia and Vaginismus), Persistent Genital Arousal Disorder (PGAD)
2. Working with these concerns in couples/ relationship therapy vs. individual therapy

**Readings & Materials:**

- A. PPST Chapter 1: Sexual Interest/ Arousal Disorder in Women
- B. PPST Chapter 2: Female Sexual Arousal Disorder
- C. PPST Chapter 9: Lifelong Inability to Experience Intercourse (Vaginismus)

*Recommended Readings:*

- A. PPST Chapter 5: Orgasm Problems in Women

- B. PPST Chapter 10: Sexual Aversion
- C. [Persistent Genital Arousal Disorder \(PGAD\)](#) by Medical News Today

*WEEK 4*

10/24/20

**Sexual Difficulties Traditionally Impacting Assigned Male at Birth Clients and Partners**

1. Assessment and Treatment of Erectile Disorder, Delayed Ejaculation, Male Hypoactive Sexual Desire Disorder and Premature/ Early/ Rapid Ejaculation
2. Working with these concerns in couples/ relationship therapy vs. individual therapy

**Readings & Materials:**

- A. PPST Chapter 4: Biopsychosocial Approach to Erectile Disorder
- B. PPST Chapter 6: Treatment of Premature Ejaculation
- C. PPST Chapter 7: Delayed Ejaculation

*Recommended Readings:*

- A. PPST Chapter 3: Low Sexual Desire in Men
- B. PPST Chapter 8: Genital Pain in Men and Women

*WEEK 5*

10/30/20

**Working with Gender and Sexually Diverse Clients - Competency with LGBTQ+, Kinky, Poly Clients, etc.**

1. Issues and concerns impacting clients who identify as kinky, poly and/or LGBTQ+
2. Working with the concerns of such clients competently

**Readings & Materials:**

- A. PPST Chapter 13: The Pleasure of Power: Sex Therapy in the BDSM Community
- B. \*What Psychology Professionals Should Know About Polyamory by NCSF
- C. PPST Chapter 18: Gender Dysphoria in Children and Adolescents
- D. PPST Chapter 19: Improving Sexual Function and Pleasure in Transgender Persons

*Recommended Materials:*

- A. SF Chapter 7: Modifications of Sensate Focus 1 for Diverse Client Populations
- B. "Where Should We Begin" S4E1:  
[You Want Me To Watch The Kids While You Go Out With Another Guy?](#)

*WEEK 6*

11/6/20

**Medical Sex Therapy - Chronic Illness, Cancer, STIs, Pregnancy, Infertility, Medications and Disability**

1. Chronic illnesses and disability
2. Medication side-effects
3. Pregnancy, post-partum and infertility

### **Readings & Materials:**

- A. PPST Chapter 20: Sexuality and Cancer
- B. PPST Chapter 21: Sexuality in Men and Women with Spinal Cord Injury
- C. [Why Sex Education for Disabled People is So Important](#) by Ariel Henley
- D. [Sex and Infertility: How to Reconnect Sexually During Infertility](#) by Beth Jaeger-Skigen, LCSW
- E. \*Challenges and Mental Health Experiences of Lesbian and Bisexual Women Trying to Conceive by Yager, Brennan, Steele, Epstein, and Ross

### *Recommended Materials:*

- A. PPST Chapter 15: Sexuality in the Transition to Parenthood
- B. \*5 Ways to Enhance the Care You Give to GLBTQ Families by Trisha Falvey, LMFT
- C. PPST Chapter 16: Sexuality and Aging: Navigating the Sexual Challenges of Aging Bodies

### *WEEK 7*

11/13/20

### **Medical Interventions - Pharmacology, Physical Therapy and Professional Collaboration**

1. Medications designed/ used for sexual difficulties
2. What medical interventions, tests and treatments are relevant to the sexual difficulties and sexual concerns our clients might be facing

### **Readings & Materials:**

- A. \*Sexual Pharmacology: Love Potions, Pills, and Poisons by Verhulst and Reynolds
- B. [Addyi \(Flibanserin\) Company Website](#)
- C. [The Cotton-Swab Test](#) by Andrew Goldstein, MD
- D. [How to Use Vaginal Dilators](#) by Amanda Olson, DPT, PRPC of Intimate Rose

### *Recommended Materials:*

- A. [Pelvic Floor Release Stretches](#) by Dr. Brianne Grogan, PT, DPT

### *WEEK 8*

11/20/20

### **Out-of-Control Sexual Behavior, “Sex Addiction” and Sexual Offenders CASE PRESENTATIONS**

1. Identifying, conceptualizing and working with Out-of-Control Sexual Behavior (OCSB)
2. What is sex addiction? Defining and understanding the term
3. Working with sexual offenders

## Readings & Materials:

- A. PPST Chapter 12: Out-of-Control Sexual Behavior
- B. [AASECT's Position on Sex Addiction](#)
- C. [Can Bad Men Change? What it's Like Inside Sex Offender Therapy](#) by Eliana Dockterman
- D. [Sex Offender Therapy: A Battle on Multiple Fronts](#) by Michael Hubbard

## THANKSGIVING HOLIDAY

11/27/20

### WEEK 9

12/4/20

#### **Trauma and Sexual Recovery - Sexual Abuse, Incest and Difficulties Resulting from Trauma**

1. The impact of early sexual trauma upon adult sexual functioning
2. Emotional and physical consequences of sexual trauma
3. Assessing the different needs of survivors: individual or relationship therapy or both?

## Readings & Materials:

- A. PPST Chapter 17: Sex and Couple Therapy with Survivors of Childhood Sexual Trauma
- B. PPST Chapter 18: Restoring Trust and Sexual Intimacy after Infidelities

### WEEK 10

12/11/20

#### **AASECT Ethics and Ethical Management** **Becoming a Sex Therapist: The Art of Practicing** **CASE PRESENTATIONS**

1. Review AASECT Ethics Code and address differences from other codes of conduct.
2. Explore ethical dilemmas prevalent in sex therapy and ways of approaching them
3. The things they don't tell you about being a practicing therapist and "life after graduation"

## Readings & Materials:

- A. [The AASECT Code of Ethics](#)
- B. \*Ethical Issues in Therapy: Therapist Self-Disclosure of Sexual Feelings