

“We are a community that commits itself to diversity and sustainability as dimensions of a just society” –Lewis and Clark Mission Statement

LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

MCFT 570 ADVANCED SEX THERAPY

FALL 2021

Time & Day: Thursdays, 5:30pm – 8:30pm | October 7th - December 16th

Place: Zoom Meeting

Instructor: Jessica Kicha, MA, LMHC, CST

Office Hours: By appointment - email to schedule

Email: jkicha@lclark.edu

Phone: 425-243-4722

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 OUTCOME

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 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

- 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:

Constantinides, D., Sennott, S., & Chandler, D. (2019). Sex therapy with erotically marginalized clients. Milton Park, Abingdon, Oxon: Routledge. (2019). ISBN: 13: 978-1-138-67181-2

Moon, L. (Ed.). (2008). Feeling queer or queer feelings? Radical approaches to counseling sex, sexualities and genders. Hove, UK, & New York: Routledge.

MOODLE POSTED READINGS:

Addison, S. M., & Coolhart, D. (2015). Expanding the therapy paradigm with queer couples: a relational intersectional lens. *Family Process*, 54(3), 435–53. <https://doi.org/10.1111/famp.12171>

Grodski, Lynn. “The Path to Clinical Confidence.” *Psychotherapy Networker*, March/April. 2020, pp.44-49.

Lebow, J. L. (2019). Current issues in the practice of integrative couple and family therapy. *Family Process*, 58(3), 610–628. <https://doi.org/10.1111/famp.12473>

Norcross, J. C., & Goldfried, M. R. (2005). Handbook of psychotherapy integration (2nd ed., Ser. Oxford series in clinical psychology), 1-23. Oxford University Press.

RECOMMENDED READINGS:

Hanna, F. J. (2011). Freedom: toward an integration of the counseling profession. *Counselor Education and Supervision*, 50(6), 362–385.

McCorvey, E. (2020). How to Talk About Race With Your Clients. *Psychology Today*, 53 (5), 32–33. Retrieved from: <https://www.psychologytoday.com/us/articles/202008/how-talk-about-race-your-therapy-clients>

Menakem, R. (2017) *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Las Vegas, NV: Central Recovery Press

Nagoski, E. (2015). *Come As You Are: The Surprising New Science that will Transform your Sex Life*. New York, NY: Simon & Schuster, Inc.

Patterson, K. (2018). *Love's not colorblind: Race and representation in polyamorous and other alternative communities*. Thorntree Press. ISBN: 978-1-944934-46-0

COURSE SCEDHULE, REQUIRED READINGS, CLASS ASSIGNMENTS & STUDENT PRESENTATIONS

Week	Date	Topic(s)	Readings/Assignments NOTE: Readings and assignments in this column should be completed and/or submitted before class.
Week 1 (Zoom)	10/07	Course Overview <ul style="list-style-type: none"> • Expectations • Understandings • Syllabus Overview AASECT Certification and Planning	Readings due: <ul style="list-style-type: none"> • Grodski, L. (2020). The Path to Clinical Confidence. Psychotherapy Networker. • Constantinides (2019) – Ch. 4. Pg: 85-115 Assignments due: <ul style="list-style-type: none"> • Sign up for Presentation (after class)
Week 2 (Zoom)	10/14	Working With Couples in Sex Therapy <ul style="list-style-type: none"> • Desire Discrepancy • Consensual Non-Monogamy 	Readings Due: <ul style="list-style-type: none"> • Constantinides (2019) – Ch. 5. Pg: 116-137 • Addison, S. M., & Coolhart, D. (2015) Assignments due: <ul style="list-style-type: none"> • NONE
Week 3 (Zoom)	10/21	Working With Kinky Couples in Sex Therapy	Readings Due: <ul style="list-style-type: none"> • Constantinides (2019) – Ch. 6. Pg: 138-166 • Moon, L. (Ed.) – Ch.8. Pg: 107-124 Assignments due: <ul style="list-style-type: none"> • NONE
Week 4 (Zoom)	10/28	Theory Integration	Readings Due: <ul style="list-style-type: none"> • Norcross, J. (2005). A Primer on Psychotherapy Integration • Lebow, J. (2019). Current Issues in the Practice of Integrative Couple and Family Therapy • Moon, L. (Ed.) – Ch. 7. Pg: 89-105 Assignments due: <ul style="list-style-type: none"> • Theory Recipe Card (IN CLASS)
Week 5 (Zoom)	11/4	Independent Work: Disclosure, Presentation. Fish Bowl	Readings Due: <ul style="list-style-type: none"> • Constantinides (2019) – Appendices A-D Pg: 239 -252 Assignments due: <ul style="list-style-type: none"> • First Draft: Therapist Disclosure (IN CLASS WORK)

Week 6	11/11	Student Presentation 1: Student Presentation 2: Student Presentation 3:	
Week 7 (Zoom)	11/18	Student Presentation 4: Student Presentation 5: Student Presentation 6:	
Week 8 (Zoom)	12/2	Student Presentation 7: Student Presentation 8: Student Presentation 9:	
Week 9 (Zoom)	12/9	Student Presentation 10: Student Presentation 11: Student Presentation 12:	
Week 10 (Zoom)	12/16	Student Presentation 13: Student Presentation 14:	Readings due: <ul style="list-style-type: none"> Constantinides (2019) – Ch. 9. Pg: 213-220 Assignments due: <ul style="list-style-type: none"> Final Therapist Disclosure

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;

Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;

Sexual misconduct: 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

- Option 1: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student

Accessibility in 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.

- Option 2: If you require academic accommodations please contact the Office of Student Accessibility in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty 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.

Grades for this course will be determined as follows:

Participation & Attendance - 250 pts

Case Presentation - 400 pts

Therapist Disclosure - 350 pts

Total: 1000 pts

88-89.5 = B+ 78-79 = C+

94-100 = A 83-87.5 = B 73-77.5 = C

90-93.5 = A- 80-82.5 = B- 70-72 = C-

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

LATE ASSIGNMENTS & GRADING

Written assignments should be submitted in class when directed or via Taskstream by 11:59 pm on the day it is due, unless otherwise specified by the instructor. Any assignment turned in

beyond this deadline **will be reduced in score by 10% for each day it is late**. Please be sure to speak with the instructor if you have any questions or concerns.

CLASS ASSIGNMENTS

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 in class group vignettes. 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.
- Participate in end of class reflection writing.

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
Prompt and dependable presence in the class.	50	
Prepares for class by immersing self in course readings and reflecting on its application to practice.	50	
Engages in course activities with a spirit of openness and curiosity.	50	
Helps to create an atmosphere of safety and mutual respect among all class members.	50	
Participate in end of class reflection writing.	50	
TOTAL	250	

Assignment 1: Case Presentation (400 pts)

For this assignment, you will present a client case presentation to our class. Use the Power Point deck I have provided and this handout as a guide. Ensure your case has a sex therapy component, if not please choose a fictional client (made up, TV character, Book character). During weeks, 6-10, students will sign up for a slot and receive **50 minutes** to engage with the instructor and their colleagues on their case.

Students are required to submit the following no later than **11:59pm the FRIDAY prior** to their consultation date:

1. A brief overview of their selected case.
2. 1 article (peer reviewed preferred but not always possible) related to the diagnosis in their case.
3. 1-2 specific questions for the class related to their clinical case.
4. Identify **ONE** consideration from the AASECT ethical code that is related/relevant to their chosen case.

All components of this assignment (including sign-up for dates) will be discussed further on the first day of class.

NOTE: Do not use the client's name in the case report; use initials or a fictitious name. Do not write any other identifying information, such as name of employer, doctor, or referring individual, etc.

Case conceptualization: Using the BioPsychoSocial/Cultural Model

- Brief client description including family dynamics, relationship hx, sexual development hx)
- Presenting Issue (perspective of client, length of time with this issue, is the issue situational or universal)
- Identities
- Client's Strengths (include resiliency factors)
- Relationship Structure
- Tentative Diagnosis/s (your impressions; when applicable, differentiate between diagnosis)
- Health concerns (diabetes, cancer, heart disease, surgeries, arthritis, etc..)
- Medications (when applicable how might they impact sexual function)
- Other (i.e., existing prevention/intervention strategies in school/home environment)

Summarization of client's counseling history:

- What are the client's goals for counseling?
- What have they tried before? (either while seeing you or another therapist, include other professionals they have seen – PT's, Urologists, Gynecologists, etc..)
- Number of sessions with client

- What is your approach to working with this client? How did you choose this approach? (good place to use your research resources)
- What signs of progress have you observed? (verbal or measures)
- Complicating factors (include barriers to growth)

Resources/Referrals

- 2 resources you would give your clients to consume outside therapy (YouTube, TedTalk, podcast, blog post, website) – Share this resource with class. (GOOGLE DOC)
- What other professionals might you refer this client too? What is your reasoning?
- From the class discussions/readings, what might you use as an intervention in this case? (PLISSIT, Sensate, psycho-ed. etc...)

Evaluation of Approach:

- Does the theory or intervention fit with, or can it be tailored to compliment the client's expectations and goals for treatment?
- Does the particular strategy capitalize on clients' strengths, resources, and existing social network?
- Does the method identify or build on spontaneous changes that the clients experience while in therapy and if so how?
- Would the client describe the therapeutic interaction resulting from the adoption of your particular strategy or orientation as empathetic, respectful, and genuine? (How do you know? Have you asked?)
- How does orientation/intervention increase the client's sense of hope expectancy or personal control? Can it be modified to do so?

Self-Reflection:

- How are you providing consensual sex therapy with this client?
- Where are your blind spots likely to show up in this case?
- How might countertransference begin to show up and what is it likely to be around? What would be your clues?

Feedback for Counselor Growth:

- What challenges are you having or anticipate having with this client?
- Follow-up sessions (What do you plan to do in subsequent sessions? Consultation and/or advocacy with others regarding client needs?)
- What would be most helpful for you today?

CASE PRESENTATION COMPETENCIES	Possible points	Points demonstrated
Presentation follows the outline specified above.	50	
Clinicians are receptive to feedback from peers and instructor.	50	
Clinicians choose appropriate sex therapy interventions and demonstrate their understanding of how they work and their intended treatment outcomes.	100	
Considers interconnections among biological, psychological, and social systems as they relate to presenting issues.	100	
TOTAL	400	

Assignment 2: Therapist Disclosure Statement (350 pts) – Due 12/16/21

Your final assignment for this course is a complete therapist's disclosure (informed consent document) form for Sex Therapy. The purpose of this assignment is to integrate the unique considerations of providing sex therapy into the creation of a disclosure that fully informs the client of your services. The form should be written for clients who will be engaging specifically in sex therapy, so all elements of your disclosure should focus on sex therapy.*

*We understand that not all clients will be seeking sex therapy services explicitly, so this disclosure can be adapted later to expand beyond sex therapy.

We will take time in class to discuss the various ways you can create and share this information.

Please use the guidelines and categories below to help formulate your disclosure:

Below are general categories and accompanying questions to help guide your Informed Consent procedure with your clients. Think of the Informed Consent as a way to help your client understand the information they have a right to know, particularly, how sexuality is a part of your work.

Your Approach to Sex Therapy

- What is the name of your kind of sex therapy (integrated approach)? How did you learn how to do this sex therapy (training and education)? How does your kind of sex therapy work?
- What are the possible risks involved (like divorce, depression)? What percentage of clients improve?
- What percentage of clients improve or get worse without this therapy?
- How do you know? (e.g., published research? your own practice experience? discussions with your colleagues?)

- About how long will it take?
- What should I do if I feel therapy isn't working?
- Do you do therapy over the phone? Over the Internet? (if yes, make sure to expand further including benefits, risks, limits, confidentiality, etc.)

What to expect with Sex Therapy

- What kind of information and questions will you be asking me?
- Do I have to talk about my sex life in detail?
- Do you have any techniques that are specific to sex therapy?
- Do you touch?

Alternatives

- What other types of sex therapy or help are there? (like support groups) What are the risks and benefits of these other approaches?
- What are the risks and benefits of NO therapy?
- How is your type of therapy different from these others?

Appointments

- How are appointments scheduled?
- Do we have in-person or only remote?
- How long are sessions?
- Do I have to pay more for longer ones?
- How can I reach you in an emergency?
- What happens if the weather is bad, or I'm sick?

Confidentiality

- What kind of records do you keep? For how long?
- Who has access to them? (insurance companies, supervisors, etc.)
- Under what conditions are you allowed to tell others about the things we discuss? (suicidal or homicidal threats, child abuse, court cases, insurance companies, supervisors, etc.)
- How do governmental regulations influence how you handle the confidentiality of my records?

Dual Relationship and Small Communities

- How do you manage potential dual relationships?
- If you work with specific or small communities (kink, polyam, fetishes, etc.) what should I know about managing personal information?

Money

- What is your fee?
- Do I need to pay for missed sessions?
- What method do you use to accept payment?

- What are your policies about raising fees? (for example, how many times have you raised them in the past two years?)
- If I lose my source of income, can my fee be lowered?

Insurance/Managed Care

- How much and what kind of information will you be required to tell the insurance company about our sessions? (diagnosis, symptoms, etc.).
- What if I switch insurance companies or lose my insurance? Or what if you stop accepting my insurance?
- How would therapy be different if I chose to pay without using insurance?

Other Third Party Platforms/Considerations

- Do you use third party platforms to help run your practice? (Electronic documentation management system, tele therapy platform, credit card processor, email host, etc.).
- How does this platform protect my privacy? (encryption, HIPAA agreement, etc.). What are the risks associated with using these platforms?

Communication Limits/Boundaries

- What form of communication do you accept/respond to? (phone, email, text, fax, etc.). Why/Why not?
- What are the limits of this kind of communication?

Social Media Policy

- What should I know about the use of social media and your practice? What are the limits of this?
- What are the risks, benefits?

Relationship Therapy Considerations

- If you see more than one person in the room, do you have a secrets policy? How do you handle information shared outside of joint sessions?
- How do you determine who to see in therapy?
- Are ROI's required?

Termination

- Under what considerations is the client-therapist relationship considered terminated?
- What is your process of termination like?

General

- What is your training and experience? Are you licensed by the state?
- Supervised? Board certified?
- Affiliated with Associations?
- Who do I talk to if I have a complaint about therapy that we can't work out? (e.g., supervisor, state board of psychological examiners, American Psychological Association)

ethics committee)

Additional Categories for Consideration

- Emotional Support Animal Letters Animals in the Office
- Recording Devices
- Therapist Emergency or Incapacitation Threats, Harassment, of Intimidation Legal Considerations

THERAPIST DISCLOSURE COMPETENCES	Possible points	Points demonstrated
Disclosure addresses each of the major topics specified above.	100	
Quality of writing indicates careful attention to reflective practice by providing clear headings, using concrete and precise language, organizing thoughts for the client, and proofreading disclosure for grammar, punctuation, and spelling.	50	
Demonstrates thoughtful integration of theory, equity, and social location in disclosure.	100	
Student demonstrates accurate representation of reporting laws, confidentiality, and record maintenance in their disclosure.	100	
TOTAL	350	