Department of Leadership, Counseling, and Educational Technology

**Summer 2012 – May 9 through July 11**

Course Title: **MHS 6470 Human Sexuality for Counselors - CRN 50252**

Class Time:  Wednesdays 5:30-9:55PM                  Location:

Instructor:  Signe M. Kastberg, Ph.D. Office: Merwin Hall (AB3) - #258

Office Phone: 239-590-7798 Email: [skastberg@fgcu.edu](mailto:skastberg@fgcu.edu)

Office Hours: Wednesdays 2-4:45pm or by appointment (including Skype)

"Once we believe in ourselves, we can risk curiosity, wonder,   
spontaneous delight, or any experience that reveals the human spirit."

." --  e.e. cummings

**Catalog description:**

Emphasis includes exploration of various dimensions of human sexuality; dynamics of major individual and societal sexuality issues; theoretical approaches to sexuality counseling.

**Course Objectives and Overview:**

Knowledge of normal sexual development and sexual dysfunctions are important for the professional mental health counselor. This course will cover sociocultural foundations of the study of sexuality, basic anatomy and physiology, major sexual dysfunctions and disorders, diagnosis and treatment, and the counselor's role.

**Course Outcomes:**

Students will be able to knowledgeably discuss the following topics and the therapist’s role in relation to these topics:

1. Sociocultural foundations of the fields of clinical sexology, sex therapy, and sex education
2. Current role and status of theory in sex therapy
3. Sexual anatomy and physiology, and human sexual development
4. Sexual health education and promotion, Safer sex, & social norms approaches
5. Sexually transmitted diseases
6. Female sexual dysfunctions
7. Male sexual dysfunctions
8. Chronic illness, disability, and sexuality
9. Gender identity development and disorders
10. Diagnosis and Treatment of Paraphilias
11. Sexual trauma
12. Forensic sexology

**Required Text:**

Kelly, G. (2008) *Sexuality Today*, 10th ed. McGraw Hill, ISBN: 978-0-07-353199-1 paperback

*Note*: There will be a copy of the text on reserve at the library for your use in the library.

**Recommended Texts:**

*DSM-IV-TR*

Hutchison, B., ed. (2012) *Human Sexualities*, current edition, McGraw Hill

**Student responsibilities:**

Full participation is an integral part of the course experience. Therefore, students are expected to attend class, arrive punctually, come prepared for class discussions by reading assigned texts, completing required out-of-class work, and handing in written assignments by indicated due dates. Students will be expected to complete self-reflective work and to participate in experiential activities in order to better understand the process of counseling clients with issues regarding their sexuality or sexual expression. If at any time you are having difficulty with the course, or have suggestions on how to improve the course, please make an appointment with the instructor to discuss your concerns and suggestions.

Important Note: The students in this course will visit Internet websites that contain material which may be offensive to some (ie, sexually explicit material/images, etc.) for the purposes of research and learning about topics in human sexuality that are relevant to the mental health counseling profession. Because other students (especially undergraduate students who may be of minor age, or other students) may not wish to read or view such material, please take care when using campus or other computers to take such actions as necessary to prevent accidental exposure of others to these materials. For example, in a computer lab you might wish to use a computer workstation that is in a back row off to the side, to decrease the likelihood of someone looking over your shoulder and inadvertently viewing material that might cause them discomfort. Likewise, be sure to log off of any computer when you are done so another person is not likely to access your internet viewing history. Any printed materials should similarly be maintained with discretion and consideration for the sensitivities of others.

**Teaching/Learning and Communication Methods:**

The curriculum will integrate textbook and other readings, PowerPoint presentations, individual presentations, video presentations, clinical problem solving, demonstrations, and independent information gathering. Class discussion will supplement and reinforce knowledge and skills. The class will be using the FGCU resource, ANGEL, to access information and submit selected assignments. You must have a current FGCU email account. You should check your FGCU email regularly, as this is the primary way I will make contact with you if necessary. I will *not* be checking ANGEL email. Information on ANGEL is available online at http://elearning.fgcu.edu/frames.aspx and

http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent

**Course requirements:**

1. Read the Fine Print -- Read and be familiar with “The Fine Print” – this is a section at the end of this syllabus that includes rules for attendance, academic honesty, guidelines for written work, etc. that you are expected to know and that is directly relevant to your success in the course.
2. Short reports – (10 points X 2 reports = 20 points) Choose an article from *Human Sexualities* or a journal on sexual topics. Write a brief (2- to 3-page) report on the article and prepare to give a 5-minute overview in class regarding the key points of the article and what a MHC might want to know about that topic. (See schedule for due dates.)
3. Discussion Forum – (20 points) Each week (9 weeks) you are expected to participate in an on-line discussion of the topics covered in class. In other words, if we discuss Gender Identity Disorders on a Wednesday, you would have from the conclusion of that class meeting until the following Wednesday to make at least 2 entries on the class discussion forum. Entries must be well-informed, thoughtful and add to the conversation as we make meaning of the topic. Please respect a limit of 200 words per entry so that your classmates can reasonably be expected to read all entries.
4. Research Project: STD – (25 points) You will be assigned a sexually transmitted disease (STD) to research and present to the class (per the schedule). You will prepare a brief powerpoint presentation and concise outline which will cover these categories: the nature of the disease (is it bacterial, viral, fungal, parasitic), history, incidence/frequency, in/curable, how it is transmitted, symptoms/how diagnosed, populations most affected by it, prevention methods, treatment methods, and any sociocultural impact of the disease on the individual and/or others. For each category, please find a minimum of two credible sources – for example, you might cite both the CDC and Planned Parenthood in noting recommended preventative measures. Be sure the sources are current; 2005 forward.
5. Counseling Practice/Role-play – (10 points) Small groups of students will meet with the instructor outside of class. The instructor will role-play clients presenting with sexual concerns. Students will take turns acting as counselor and observers. Observers will provide immediate feedback to counselors. This exercise is ungraded but participation is required. To earn the full amount of points, you must show up on time, show evidence of 100% effort in your role, and demonstrate your knowledge of the course concepts and basic counseling skills.
6. Research Project/Demonstration – (25 points) You have the option of choosing to research and present on a contemporary issue in sexuality, sex therapy or sex education that has not been covered in class, or share a demonstration of a sex education activity. Each option requires an 8-10 page paper and an in-class presentation. You will submit a one-paragraph proposal of your planned topic in advance (see course schedule), including at least 3 initial possible resources (books/articles). Your final paper should include at least 5 sources.

**Course schedule:**

May 9 Introduction and organization of the course

Sociocultural foundations of clinical sexology

May 16 Sexual anatomy & physiology

Read chapters 2 & 3; skim chapters 10 & 11

Sexual health education and promotion, Safer sex, & social norms approaches

Read chapters 6 & 7, pgs. 183-203 of chapter 8, and chapter 13

May 23 Presentations on Sexually transmitted diseases

Read “The Secret Sharer” (see article link on ANGEL)

**Due**: presentation outline & powerpoint presentation

May 30 Female & male sexual dysfunctions

Read chapters 4, 12 & 18

Read “What do women want?” (link on ANGEL)

**Due**: proposal for research project/demonstration (one paragraph)

June 6 Chronic illness, disability, and sexuality

Read pages 204-208 and view video: Fat Girls and Feeders

**Due**: Short report #1

June 13 Gender identity development and disorders

Read chapter 5 & 14 and view video: Transamerica

Read the “Standards of Care” (link on ANGEL)

Role and status of theory in sex therapy

Read article posted on ANGEL

June 20 Diagnosis and Treatment of Paraphilias – legal and illegal

Read pgs 415-416

June 27 Sexual trauma and Forensics

Read chapters 15 and 16

**Due**: Short report #2

July 4 NO CLASS

July 11 Research project presentations

**Due**: Research project papers

Course conclusions

**Fine Print: Important Information a.k.a. How to Be Successful in Dr. Kastberg’s courses**

A. University Policies - FGCU has adopted policies governing, among other things, academic honesty and standards for behavior for all students enrolled at the University. Students are responsible for being fully acquainted with University policies, as you will be held to these standards.

B. Attendance - This program educates professionals who will be responsible for facilitating growth and adjustment in others—a significant responsibility indeed! As your instructor, I expect that you will take your education as seriously as a professional counselor takes her or his professional job. Accordingly, my expectation is that students will attend all classes and required class activities.  Summer session is acclerated, so students are allowed to miss only one class without penalty or risk of course failure, although I may require additional work to make up a missed class.  I appreciate an email informing me of your absence and reason for the absence. If more than one class is missed, for any reason, you may be required to initiate discussions with me to create a plan of remediation to make up the course time missed; alternately, you may be assigned a grade of F for the course, or if within the college’s timeframe for withdrawal, you will have the opportunity to withdraw from the course and register for the course in a subsequent semester.  Please refer to FGCU’s website for more details on withdrawal dates and policies. For public health reasons, I ask that you stay at home and do *not* attend class when you are suffering from a contagious illness. Each class, one or more students may be absent. It is impossible for me to re-teach the material for every class. Therefore, **if you miss a class, please contact a reliable classmate to find out what you have missed and contact me if you have questions *after* you have done due diligence with your classmates**.

C. Confidentiality - In courses that are part of the counseling program, the education and training process aims at the development of self-reflective helping professionals, and students often share information of personal importance with their peers in the classroom. You are encouraged to share your self to your own limits of growth, learning, and comfort. Maintaining confidentiality is normatively expected of students in this course; however, it cannot be guaranteed due to the nature of the group setting.

D. Grading - Grades will be assigned in accordance with the guidelines outlined below. Fair grading is very important to me. I attempt to bring as much objectivity to it as possible. I do this by using rubrics for many of the assignments. The rubrics spell out the criteria that I use to evaluate performance. I use a variety of opportunities for students to demonstrate their learning. I assign a score for each of these opportunities, then simply add up the total number of points you have earned at the end of the semester. These points are then translated to a final grade:

A 93 or more points earned

A- 89-92 points

B+ 85-88 points

B 80-84 points

C 69-79 points

F < 69 points

I Incomplete (see University guidelines)

E. Participation - Class participation is absolutely critical to the success of the course. Each person is an important part of group discussion and other in-class learning activities, and therefore regular attendance, punctual arrival, and active participation are required. Come to class prepared to take part in discussions and activities. While I do not grade on participation, if you are a consistent spectator, we will likely need to have a discussion about that as that is unacceptable.

F. Personal Counseling - Sometimes students find that the material we explore as part of the course is troubling, upsetting, or triggers emotional reactions that are difficult to manage. Due to ethical considerations, I cannot counsel individuals who are currently students in my courses. I strongly encourage you to avail yourself of the services provided by the university Wellness Center if you find yourself encountering emotional turmoil, whether in relation to the course or other issues. This is a wonderful opportunity to directly experience the helping professions at work.

G. Writing

Some assignments lend themselves to a simple listing of items or recommendations. Others will require a narrative. Please familiarize yourself with the following “Guidelines for Written Work.” If you would like to improve your writing, I urge you to take advantage of the services provided by the Writing Center on campus; they serve both undergrad and graduate students.

**Guidelines for Written Work**

1. Format: Written assignments are to be typewritten and double-spaced, with your name at the top, following APA guidelines. Use 10- or 12-point font size. Leave 1” margins at top, bottom, and sides. Check spelling and grammar, and cite references appropriately.

2. Due Dates: Homework assignments and other written work that are handed in late will be penalized 2 points for each day late. Specifically, assignments are due when class convenes on the date specified. If the assignment is not turned in at that time, it is late.

3. Audience: Who are you writing for? Please assume an educated audience. Specifically, your target should be a person in the social sciences who has some knowledge of your particular topic.

4. Evaluation Criteria: In evaluating your written work, I will be looking for the following components:

1. **Quality writing skills** – Good writing is *essential*. If I can’t understand your writing, I am limited in my ability to appreciate your ideas. Avoid rambling! Be clear, concise, and well-organized in presenting your material. There is no excuse for typos or spelling errors at this level of study. Clarity of expression is *very* important. Beyond the basics of good grammar and sentence structure, quality writing includes staying within stated guidelines for paper length, using appropriate academic writing, and citing sources as necessary when including ideas and phrases that are not original to you. A direct quote must *always* be cited with author, date, and page number. The same is true when you are quoting statistics. Confused about citation? Check out the *Publication Manual of the American Psychological Association* (available at Library). Do not hesitate to seek assistance from the reference librarians, and also from the Writing Center.
2. **Theme development –** Be sure to articulate your central message clearly and succinctly. Your title (if you are using one) should reflect this focus. The introduction and conclusion of your paper should refer to your theme in specific terms. Avoid making claims that are not supported by evidence. Cover a few issues in depth, rather than spreading yourself too thin. Show depth in expanding your thoughts, and by providing arguments to support your position --i.e. how did your reading for the course (or lectures, discussions, etc.) bring you to this conclusion or what is the rationale for your conclusion or recommendation?
3. **Use of examples/evidence** – Illustrate your point(s) with specific case examples and data from your readings and class work. Use evidence to support your conclusions, but don’t get lost in the details. Get to the point. Always cite statements that are not your original thought.
4. **Creativity and original thinking** —Don’t just summarize the texts/articles you’ve read; your writing should reflect your own unique interpretation and ideas. Originality is encouraged. Use an intriguing introduction to grab the reader’s interest. Don’t confuse originality with uninformed opinions. Acquaint yourself thoroughly with the topic first.
5. **Integration and application** – Demonstrate not only your knowledge of theoretical perspectives, but also your ability to integrate theory and practical applications. Apply your ideas to specific populations, settings, or situations. Note the implications of theory for practice. Connect ideas from across the course or even with material in other courses.

**University Information**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930 .

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**Online Tutorials**

Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

**Library Resources**

Main page: http://library.fgcu.edu/

Tutorials & Handouts: http://library.fgcu.edu/RSD/Instruction/tutorials.htm

Research Guides: http://fgcu.libguides.com/

Faculty Support: http://library.fgcu.edu/faculty\_index.html

Contact Us: http://library.fgcu.edu/LBS/about/contactus.htm

**Flexibility Clause:** The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.