



# Chaminade University

OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

## Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PP8670-01-7

**Course Title:** Human Sexuality

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** College of Education and Behavioral Sciences

**Term:** Spring 2020

**Course Credits:** 03

**Class Meeting Days:** Thursday

**Class Meeting Hours:** 1:00pm – 4:00pm

**Class Location:** TBA

**Instructor Name:** Vilmarie Baez, PsyD

**Email:** [vilmarie.baez@chaminade.edu](mailto:vilmarie.baez@chaminade.edu)

**Phone:** 808.739.7430

**Office Location:** Behavioral Sciences Room 116

**Office Hours:** Monday's 10:30 am – 12:00 pm, Tuesday's 10:30 am - 12:00 pm and Wednesday's by appointment only. Others days/time may be available, based on availability, upon request (email contact).

### University Course Catalog Description and Overview

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies from a variety of gender and cross cultural perspectives. Other issues discussed are sexually transmitted diseases, contraception, and affectional/sexual relationships.

### Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

## **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

## **Program Learning Outcomes: HSPC Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.

6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

### Course Learning Outcomes

1. Be able to articulate, both orally and in writing, a comprehensive understanding of the historical and current array of social norms associated with human sexuality. (Competency 2 & 5)
2. Identify the anatomical structure and physiology of the sexual arousal/response cycles. (Competency 5)
3. Demonstrate both orally and in writing a comprehensive understanding of the physiology of conception and childbirth. (Competency 2 & 4)
4. Demonstrate the ability to apply knowledge of social and personal psychological issues related to contraception, abortion, and sexual development from birth through adulthood to clinical practice. (Competency 8)
5. Explore and identify own values relative to gender roles and identity, sexual orientation, and sensual communication. (Competency 3 & 4)
6. Assess and identify presenting issues related to sexuality and sexual dysfunction and formulate an appropriate clinical response. (Competency 2 & 6)
7. Describe clinical challenges associated with sexuality including coercion, dysfunction, commercialization/exploitation, atypical behavior, and sexually transmitted diseases. (Competency 1, 2, 3, 4)

### Required Learning Materials

#### Required Textbook(s)

Hyde, J. & Delamater, J. (2020). *Understanding Human Sexuality*. 14<sup>th</sup> Ed. New York: McGraw-Hill.

#### Supplemental Textbook(s)

Binik, Y. and Hall, Y.M. (2020). *Principles and Practice of Sex Therapy*. 6<sup>th</sup> Ed. New York: Guilford Press.

#### Required Readings

Ahrold, T.K. & Meston, C.M. (2010). Ethnic in sexual attitudes of U.S. college students: Gender, acculturation, and religiosity factors. *Archives of Sexual Behavior*, 39, 190-202. DOI 10.1007/s10508-008-9406-1

Burton, M (2014). Negotiating Masculinity: How Infertility Impacts Hegemonic Masculinity. *Laurier Undergraduate Journal of the Arts*, 1, 49-57.

Gomez, M.T. (2012). The S words: Sexuality, sensuality, sexual expression and people with intellectual disability. *Sexuality and Disability*, 30(2), 237-245. DOI: 10.1007/s11195-011-9250-4

Henderson, V.W, St. John, J.A., Hodis, H.N., McCleary, C.A., Stanczyk, F.Z., Karim, R., Shoupe, D., Kono, N., Dustin, L., Allayee, H., & Mack. W.M. (2013). Cognition, mood, and physiological concentrations of sex hormones in the early and late postmenopause. *PNAS*, 110 (50), 20290-20295.

<https://doi.org/10.1073/pnas.1312353110>

Huan, Y., Davies, P.G., Sibley, C.G., & Osborne, D. (2015). Benevolent sexism, attitudes toward motherhood, and reproductive rights: A multi-study longitudinal examination of abortion rights. *Personality and Social*

*Psychology Bulletin*, 1-15. DOI: 10.1177/0146167216649607

- Kerpelman, J.L., Pittman, J.F., Cadely, H.S., Tuggle, F.J., Harrell-Levy, M.K., Adler-Baeder, F.M. (2012). Identity and intimacy during adolescence: Connections among identity styles, romantic attachment and identity commitment. *Journal of Adolescence*, 35, 1427-1439. doi:10.1016/j.adolescence.2012.03.008
- Langstrom, N., Rahman, Q., Carlstrom, E., & Lichtenstein, P. (2010). Genetic and environmental same-sex sexual behavior: A population study of twins in Sweden. *Archives of Sexual Behavior*, 39, 75-80. DOI 10.1007/s10508-008-9386-1
- Lindau, S.T. & Gavrilova, N. (2010). Sex, health and years of sexually active life gained due to good health: evidence from the two us population based cross sectional surveys of ageing. *BMJ*, 340, 1- 11. doi:10.1136/bmj.c810
- Smerecnik, C., Schaalma, H., Gerjo, K., Meijer, S., & Poelman, J. (2010). An exploratory study of Muslim adolescents views on sexuality: Implications for sexual education and prevention. *BMC Public Health*, 10, 3-10. <http://www.biomedcentral.com/1471-2458/10/533>
- Williams, K.S. & Bierie, D.M. (2015) An incident-based comparison of female and male sexual offenders. *Sexual Abuse: A Journal of Research and Treatment*, 27(3), 235-257. DOI: 10.1177/1079063214544333

## Course Requirements

**Attendance and Participation (10 points).** Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

### **Journal Club Presentation (10 points)**

Each student will be assigned an article to read, critique, and present to the class. Each presentation will be approximately 20 minutes and will summarize the article, describe any evidence-based practice issues, and discuss implications/recommendations for clinical psychologists relevant to human sexuality. Students will then have approximately 10 minutes to engage their peers in a discussion about the article. Students will have the option of presenting a PPT (that will be shared with their peers) or writing a one-page single space summary and critique of the article (that will be share with their peers). The PPT or written summary will be placed in the course share drive for students to access. A detailed outline with expectations for this assignment will be provided by the instructor.

### **Podcast Reflection (10 points; 2.5 pts each)**

Four podcast episodes will be assigned for students to listen to. Students will be asked to share a brief reaction/reflection of the content presented. They will also be asked to respond to at least one of their peers responses. The assignment will be completed virtually using Canvas.

### **Therapy Role-Play (25 points)**

Students will work in groups of 3-4. Each group will be assigned/choose a disorder from the Binik (2020). Group members will be tasked giving a brief presentation about the disorder and an overview of the theoretical orientation chosen to treat the disorder. Students will then be asked to engage in a role-play where couples/individuals address relationship and/or sexual concerns. *A detailed rubric will be provided with a further breakdown of each component of the assignment and how it will be graded.*

### **Quizzes (15 points)**

Students will complete 7 quizzes. Quizzes will reflect content covered in the readings, lectures, or presentations from the previous two weeks. The 5 highest grades will be used towards the final grade and the lowest 2 will be dropped. Quizzes will consist of 6 multiple-choice questions, each worth a total of .5 points each. Each quiz will have a maximum total of 3 earned points. *Missed quizzes can not be made up.*

### **Final Examination (30 points)**

The final examination will require students to complete a combination of multiple choice, matching short answer, and/or essay questions. Students should expect the exam questions to reflect content covered in class readings, class lectures, and/or class presentations.

## **Grading**

<b>Project/Assignment</b>	<b>Point Value (out of 100 pts)</b>
Attendance and Class Participation	10 points
Quizzes	15 points
Journal Club	10 points
Podcast Reflection	10 points
Therapy Role-Play	25 points
Final Exam	30 points

*NOTE: Students are expected to come into this class with a preliminary knowledge of at least one theoretical orientation. This class is not meant as a theory course on psychological theories of change, but rather an integration of psychology theory and supervision theories.*

### **Grading Scale**

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 ( $\geq$ 69); Failed - No credit given

## **Course Policies**

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

**Cell phones, tablets, and laptops:** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

**Disability Access:** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been

prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

**Title IX Compliance:** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

**Academic Conduct Policy:** Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online

authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

### Schedule

Week		Class Activities	Readings	Assignment Due
1	8/27	Class Introductions Course Overview Course Syllabus Review "Sink or Swim" – APA Article <a href="https://www.apa.org/gradpsych/2010/11/skim">https://www.apa.org/gradpsych/2010/11/skim</a> Sexuality in Perspective Theoretical Perspectives on Sexuality	H&D: 1 & 2	
2	9/3	Sex Research Podcast: Sex Research w/ Nicole Prause – Ep. 99 <a href="http://sunnymegatron.com/category/podcast/">http://sunnymegatron.com/category/podcast/</a>	H&D: 3	Podcast Reflection #1
3	9/10	Quiz #1 Sexual Anatomy Sex Hormones, Sexual Differentiation, and the Menstrual Cycle	H&D: 4 & 5; <i>Henderson et al., 2013</i>	Select Article for Journal Club Presentation
4	9/17	Pregnancy and Child Birth Contraception and Abortion	H&D: 6 & 7; Burton (2014)	
5	9/24	Quiz #2 Sexual Arousal	H&D: 8; Gomez (2012); <i>Huang et al. (2016)</i>	Journal Club
6	10/1	Sexuality and The Life Cycle: Childhood and Adolescence Podcast: Your Guide to Having "The talk" <a href="https://podcasts.apple.com/us/podcast/your-guide-to-having-the-talk-with-dr-lanae-st-john/id82456189?i=1000469390584">https://podcasts.apple.com/us/podcast/your-guide-to-having-the-talk-with-dr-lanae-st-john/id82456189?i=1000469390584</a>	H&D: 9	Podcast Reflection #2 <hr/> Journal Club
7	10/8	Quiz #3 Sexuality and the Life Cycle : Adulthood	H&D: 10; <i>Lindau &amp; Gavrilova (2010)</i>	Journal Club
8	10/15	Attraction, Love, and Communication	H&D: 11; <i>Kerpelman et al. (2012)</i>	Journal Club
9	10/22	Quiz #4 Gender and Sexuality	H&D: 12; <i>Ahrold &amp; Meston (2010)</i>	Journal Club
10	10/29	Sexual Orientation: Gay, Straight, or Bi? Podcast: Bi guys on the Down Low <a href="https://scienceofsexpodcast.com/episodes/49-bi-guys-on-the-down-low/">https://scienceofsexpodcast.com/episodes/49-bi-guys-on-the-down-low/</a>	H&D: 13; <i>Langstrom et al. (2010)</i>	Podcast Reflection #3 <hr/> Journal Club

11	11/5	Quiz #5 Variations in Sexual Behavior	H&D: 14	
12	11/12	Sexual Coercion Sex for Sale Podcast: A Conversation on the History of Sexology, Pornography, and Knowledge Construction <a href="https://podcasts.apple.com/us/podcast/conversation-on-history-sexology-pornography-knowledge/id1491030420?i=1000473641457">https://podcasts.apple.com/us/podcast/conversation-on-history-sexology-pornography-knowledge/id1491030420?i=1000473641457</a>	H&D: 15&16	Podcast Reflection #4 <hr/> Journal Club
13	11/19	Quiz #6 Sexual Disorders and Sex Therapy	H&D: 17	Journal Club
14	11/26 HOLIDAY	Sexually Transmitted Infection	H&D: 18; <i>Williams &amp; Bierie (2015)</i>	Journal Club
15	12/3	Quiz #7 Ethics, Religion, and Sexuality Sex and the Law	H&D: 19&20; <i>Smerecnik et al. (2010)</i>	Journal Club
16	12/10	Final Exam		

Hyde, J. & Delamater, J. (2020). *Understanding Human Sexuality*. 14<sup>th</sup> Ed. New York: McGraw-Hill.