



**Chaminade University of Honolulu**  
**Master of Science in Counseling Psychology**  
**Course Syllabus**

[Chaminade University Honolulu](https://www.chaminade.edu/)  
3140 Waiialae Avenue - Honolulu, HI 96816

**Course Number:** PSY 728

**Course Title:** Couples, Family Systems, and Human Sexuality

**Term:** Spring 2023

**Class Meeting Days:** Asynchronous

**Class Meeting Hours:** Asynchronous

**Course Website Address Canvas:** <https://chaminade.instructure.com/courses/28591>

**Instructor Name:** Kristina Poulos, LMFT

**Email:** [kristina.poulos@chaminade.edu](mailto:kristina.poulos@chaminade.edu)

**Phone:** 808-391-0876

**Office Location:** NA

**Office Hours:** By appointment

**Instructor Availability:** Questions for this course can be emailed to the instructor at [kristina.poulos@chaminade.edu](mailto:kristina.poulos@chaminade.edu). Online and phone conferences can be arranged.

**Text:**

Gladding, Samuel T. (2019). *Family Therapy* (7<sup>th</sup> ed.). Pearson.

Buehler, Stephanie (2021). *What Every Mental Health Professional Needs to Know About Sex* (3<sup>rd</sup> ed.). Springer Publishing.

**Additional Readings, Scholarly Research:**

Stephanie A. Sanders, Brandon J. Hill, William L. Yarber, Cynthia A. Graham, Richard A. Crosby and Robin R. Milhausen (2010). Misclassification bias: diversity in conceptualisations about having 'had sex'. *Sexual Health*, 7, 31–34

Sarah Turner, Tamara Taillieu, Kristene Cheung and Tracie O. Afifi (2017). The relationship between childhood sexual abuse and mental health outcomes among males: Results from a nationally representative United States sample. *Child Abuse & Neglect*, 66, 64–72

Sybil Carrère, Kim T. Buehlman, John M. Gottman, James A. Coan, Lionel Ruckstuhl (2000). Predicting Marital Stability and Divorce in Newlywed Couples. *Journal of Family Psychology*, Vol. 14, No. 1, 42-58

How Many People Are Lesbian, Gay, Bisexual, and Transgender? by Gary J. Gates. Retrieved from <https://williamsinstitute.law.ucla.edu/publications/how-many-people-lgbt/>

Andrew R. Hatala (2013). Towards a Biopsychosocial–Spiritual Approach in Health Psychology: Exploring Theoretical Orientations and Future Directions. *Journal of Spirituality in Mental Health*. 15:256–276

**University Course Description**

This course explores topics such as couples, family systems, sexuality, intimacy, gender, sexual behavior, sexual disorders, and sexual coercion to provide students with knowledge and understanding of theoretical

frameworks and clinical approaches to human sexuality, couples, and family systems. Individual, couples, and family systems perspectives of behaviors and consequences, and its impact on treatment and interventions will be examined. This is a required course for the Mental Health emphasis.

### **Course Approach**

This course will include prompts, research, literature review, viewing videos, conducting a sexual history assessment and genogram Interview and self-reflection pre-assessment and final paper.

**It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.**

## **ACA 2014 Code of Ethics**

### **Section C: Professional Responsibility**

#### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

#### **C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

## **Mental Health Emphasis Program Learning Outcomes (PLOs)**

1. Students will identify core Students will identify counseling theories, principles, concepts, techniques, and facts in mental health counseling.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a mental health setting.
3. Students will identify the relationship between adaptation and change, and the counseling process in a mental health setting.

## **Student Learning Outcomes**

1. Develop and process an understanding of the role and function of counselors in the assessment and treatment of sexuality issues in counseling practice with individuals, couples, and family systems. (PLO 1, 2)
2. Analyze the biological, psychological, social, and spiritual aspects of sexuality, intimacy, gender, and its functioning. (PLO 1)
3. Identify and apply various facets of health promotion and attitudes in relation to human sexuality in both prevention and intervention, including client education. (PLO 3)
4. Demonstrate an understanding of a systems orientation to couples, family, and human sexuality assessment and counseling. (PLO 2)

5. Synthesize critical thinking in the analysis of couples, family, and human sexuality and the professional, legal, and ethical issues in counseling. (PLO 3)
6. Apply the integrative model of stress management, evolutionary psychology, life span development, and neuroscience to intervention strategies (PLO 2, 3)

## **In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence based research**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

*The above quotes were taken directly from:*

Research Design And Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

*The above quotes were taken directly from:*

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

*The above quotes were taken directly from:*

Methods In Behavioral Research  
Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

*The above quote was taken from:*

<http://allpsych.com/researchmethods/replication.html>

## Canvas

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

### Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## CUH Services and Policies

### Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### 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 Kōkua 'Ike: Center for Student Learning 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](mailto:ada@chaminade.edu)).

## **Title IX**

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

Personal Counseling Center: 808-735-4845

### **Chaminade Counseling Center:**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit:

<https://chaminade.edu/student-life/counseling-center/counseling-services/>

- Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)
- Phone: 808-735-4845.

### **Kokua Ike: Tutoring & Learning Services**

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at

<https://chaminade.edu/student-success/kokua-ike/>

- Email: [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu)
- Phone: 808-739-8305

### **Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **Attendance Policy**

If you miss more than one class, you will be given a "C" and you must retake the class.

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 the 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**

[From the 2019-2020 Undergraduate Academic Catalog \(p. 39\):](#)

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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

## **Marianist Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor, coupled with respectful humility, provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **2. Provide an Excellent Education**

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory, practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse

cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their

methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

### **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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a k'u'ono'ono ('Olelo No'eau 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 ('Olelo No'eau 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'eau ('Olelo No'eau 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

### **Grading Scale**

Final grades will be determined based on the following:

<u>Assignment</u>	<u>Points</u>
Weekly Reflection	35 (7 @ 5pts)
Counseling Theories & Special Topics	100
Sex Hx, Assessment, & Genogram Interview	100
Sex Hx, Assessment, & Genogram Reflection	25
Pre-assessment	50
<u>Final Paper</u>	<u>100</u>
Total Points =	410

A = 90-100%

B = 80-89%

C = 0-79%

All assignments are due on the date and time specified on the syllabus and/or Canvas. Notify professor ahead of time (minimum 5 days prior) of extenuating circumstances if extension is needed. It is not acceptable/professional to notify professor day of assignment due date that extension is needed (unless in the case of an emergency). Points will be deducted for late assignments.

### **Assessment**

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed through all class discussions & case study (scored by rubric), dyads, dyad participation, presentations, midterm, final, and media paper (scored by rubric). You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Assignments, Presentations, and Papers	Description	Points	Applicable SLO
<b>Weekly Reflection</b>	Students will reflect on the assigned reading and videos and answer the prompts on Canvas.	45 pts (7 @ 5pts)	2, 3, 4, 5, 6
<b>Counseling Theories &amp; Special Topics Literature Review</b>	<p>Students will choose a counseling theory based on chapters 9-16, do research and conduct a literature review (<b>minimum of 5 literature sources</b>) on a special topic of their interest.</p> <p>Students will synthesize their findings and apply it to couples, family systems, and human sexuality based on the biopsychosocial-spiritual model.</p> <p>A few special topics that may be considered:</p> <ul style="list-style-type: none"> <li>• Death of a family member</li> <li>• Chronic illness of a family member</li> <li>• Infidelity or other boundary violations</li> <li>• Addiction to pornography</li> <li>• Sexual addiction</li> <li>• Military issues</li> <li>• Disability of a child</li> <li>• Financial irresponsibility</li> <li>• Deficient family role functioning</li> <li>• Domestic violence</li> <li>• Enmeshed family relationships</li> <li>• Parenting failures and deficits</li> <li>• Kinks</li> <li>• Non-monogamy</li> <li>• Sexual and gender minorities</li> <li>• Rape and/or incest</li> <li>• Sexual dysfunctions</li> <li>• Other paraphilia</li> </ul> <p><b>Literature Review Format:</b></p> <ul style="list-style-type: none"> <li>- Abstract: Intro of counseling theory and topic being researched</li> <li>- Information/history on counseling theory and its evidence/efficacy in working with specified population</li> <li>- Review of findings integrating chosen counseling theory</li> <li>- Provide interventions for population researched utilizing your chosen counseling theory and information related to research. Students will apply the integrative model of stress management, evolutionary psychology, life span development, and neuroscience to intervention strategies.</li> <li>- Summary – synthesize findings and apply it to couples, family systems and human sexuality based on the biopsychosocial-spiritual model.</li> <li>- References</li> </ul>	100 pts paper	2, 4, 5



	<p><b>Students will submit completed paper, minimum 4 pages to instructor through Canvas.</b></p> <p><b>*Information on what is a literature review, sample of a literature review and information on biopsychosocial-spiritual model is in Canvas assignment description</b></p>		
<p><b>Sexuality History, Assessment, &amp; Genogram Interview and Report</b></p>	<p>Each student will conduct a sexual history, write an assessment report including a treatment plan and create a sexual genogram with a section on notable content.</p> <p><b>*Explanation of sexual genogram is in Canvas assignment description</b></p> <p>Students will interview an individual that is an acquaintance of the student (anonymity must be maintained!) regarding their sexual history.</p> <p><b>DO NOT include ANY identifying information of your interviewee.</b> Substitute pseudo names and fictitious information where necessary.</p> <p>The objective of this assignment is to:</p> <ul style="list-style-type: none"> <li>• Learn to become more comfortable, and to help others become more comfortable, discussing sexuality topics in counseling,</li> <li>• Practice conducting a sexuality interview and history</li> <li>• Practice writing an assessment including a treatment plan</li> <li>• Learn how to construct an interpret a sexual genogram</li> </ul> <p>After completing the interview, students will write a written assessment report that includes the following:</p> <p><b>Format for paper:</b></p> <p>Sex History to include the following bulleted sections in your paper:</p> <ul style="list-style-type: none"> <li>• <b>General Information:</b> <ul style="list-style-type: none"> <li>○ Basic demographic information (limit identifying information, do not obtain last names, addresses, and phone numbers. Create a pseudo name for the interview)</li> <li>○ Current sexual functioning and satisfaction</li> <li>○ Partner function and satisfaction</li> <li>○ Brief relational history/marital history</li> <li>○ Effects of contraception, pregnancy, illness, medication, and aging on</li> </ul> </li> </ul>	<p>100 pts: 25 genogram</p> <p>75 history /assessment report</p>	<p>1, 2, 3, 4, 5, 6</p>

sexual response

- Current sexual concerns and difficulties
- **Detailed History:**
  - History of presenting problem
  - Early sexual development
  - Goals and expectations with regard to the presenting problem
- **Relational Information:**
  - History of the problem in relationships
  - Examples of how the problem has appeared in or impacted relationships
  - Description of each partner's view of the problem (if possible)
- **Sexual Genogram:**
  - Construct a sexual genogram of your interviewee and write a section reflecting on notable content. The student's role as the counselor is to:
  - Facilitate exploration (What happened? What was the impact upon you and others in the system at that time? How does that affect you today?)
  - Help the client fill in the gaps
  - Help the client recognize positive images/messages
  - Pay attention to verbal and nonverbal cues
- **Treatment plan:**
  - A treatment plan indicating how you, as the counselor, might be most helpful to the interviewee(s) regarding their sexuality issues

The following questions might be helpful to you:

- What messages and patterns around sexuality/intimacy did you notice in your family/across generations?
- What messages did you notice regarding masculinity and femininity?
- Who in your family was least open to discussing areas of sexuality/intimacy?
- Who was the most open about sexuality/intimacy? In what ways?
- Was sexual intimacy encouraged, discouraged, and/or controlled?
- What information about sexuality/intimacy was offered to you growing up?
- Were there family secrets regarding sexuality/intimacy? (e.g., incest, unwanted pregnancies, extramarital affairs, sexual

	<p>orientation)?</p> <ul style="list-style-type: none"> <li>• Where did you first learn about sexuality in your family?</li> <li>• What would you like to change in your present family about messages and experiences of sexuality/intimacy?</li> <li>• What did the genogram help you learn about your family and the messages you received growing up about sexuality and sexual behavior?</li> </ul>		
<b>Sexuality History, Assessment, &amp; Genogram Reflection</b>	<p>Students will reflect on the process of the Sexuality History, Assessment, &amp; Genogram Interview, and Report assignment. <b>The reflection will be 2 pages minimum.</b></p> <p>Reflect on and answer the following questions:</p> <ol style="list-style-type: none"> <li>a) What was the experience of constructing a sexual genogram with the interviewee like for you?</li> <li>b) What insights have you gained about how one's family of origin influences sexuality and sexual behavior?</li> <li>c) How might you use a sexual genogram to help clients' identify and resolve sexual concerns?</li> </ol>	25 pts	1, 2, 3, 4, 5, 6
<b>Pre-Assessment and Final Paper</b>	<p><b>Pre-assessment:</b> To be completed first week of class. <math>\frac{1}{2}</math> -1 page reflection regarding course content and any biases and or awareness you believe you may have (discomfort of any topics and impacts of spiritual, family values, social and ethical issues).</p> <p><b>Final Paper: 2-page reflection</b> on biases and awareness (discomfort, further interest to learn more regarding a particular or multiple topics, etc.) observed within yourself regarding course content after going through the course; what that means to you and how you plan to be cognizant of this in your role as a therapist (spiritual, family values, social, ethical issues, etc.).</p>	50 pts  100 pts	1,2, 3, 5



### Tentative Course Schedule

Date	Class Schedule / Activities / Assignments	Readings	Due
Week 1	<ul style="list-style-type: none"> <li>• Review Course Syllabus</li> <li>• Foundations of Family Therapy</li> <li>• Sexology, Sexuality, and Counseling</li> <li>• Misclassification bias: diversity in conceptualizations about having 'had sex' (journal article)</li> </ul>	Gladding Chapters 1, 2, 3  Buehler Chapters 2, 4  Journal article	<b>Pre-assessment</b>
Week 2	<ul style="list-style-type: none"> <li>• Ethical, Legal, and Professional Issues in Family Therapy</li> <li>• Working with Single-Parent and Blended Families</li> <li>• Working with Culturally Diverse Families</li> <li>• Assessing Sexual Issues</li> <li>• Relationships and Sex Therapy</li> </ul>	Gladding Chapters 4, 5, 6  Buehler Chapters 5, 9  Journal article	<b>Weekly Reflection 1: (on readings from Week 1)</b>
Week 3	<ul style="list-style-type: none"> <li>• The Process of Family Therapy – Intake/Assessment</li> <li>• Women's and Men's Sexual Health Problems</li> <li>• Affirming Therapy with Sexual and Gender Minorities</li> <li>• The relationship between childhood sexual abuse and mental health outcomes among males: Results from a nationally representative United States sample (journal article)</li> </ul>	Gladding Chapters 7  Buehler Chapters 6, 7, 8  Journal article	<b>Weekly Reflection 2: (on readings from week 2)</b>
Week 4	<ul style="list-style-type: none"> <li>• Couples and Marriage Therapy and Enrichment</li> <li>• Sexuality and Reproduction</li> <li>• Sexuality and Aging</li> <li>• Healing Painful Sex</li> </ul>	Gladding Chapters 8  Buehler Chapters 13, 14, 17  Journal article	<b>Weekly Reflection 3: (on readings from week 3)</b>

	<ul style="list-style-type: none"> <li>• Predicting Marital Stability and Divorce in Newlywed Couples (journal article)</li> </ul>		
Week 5	<ul style="list-style-type: none"> <li>• Psychodynamic Family Therapy</li> <li>• Bowen Family Systems Theory</li> <li>• Behavioral and Cognitive-Behavioral Family Therapies</li> </ul>	Gladding Chapters 9, 10, 11	<b>Weekly Reflection 4: (on readings from week 4)</b>
Week 6	<ul style="list-style-type: none"> <li>• Experiential Family Therapy</li> <li>• Structural Family Therapy</li> <li>• Strategic Family Therapies</li> </ul>	Gladding Chapters 12, 13, 14	<b>Weekly Reflection 5: (on readings from week 5)</b>
Week 7	<ul style="list-style-type: none"> <li>• Solution-Focused Brief Therapy</li> <li>• Narrative Family Therapy</li> </ul>	Gladding Chapters 15, 16	<b>Sex History, Assessment, Genogram Report &amp; Reflection Due</b>
Week 8	<ul style="list-style-type: none"> <li>• Working with Substance-Related Disorders, Domestic Violence, and Child Abuse</li> <li>• Sexuality and Mental Health Problems</li> <li>• Sexual Recovery in Trauma Survivors</li> <li>• Impact of Traumatic Stress on Sexual Health (video)</li> <li>• Sexual Consent, Intimate Partner Violence, and Sexual Assault (video)</li> </ul>	Gladding Chapters 18  Buehler Chapters 11, 12  Videos	<b>Weekly Reflection 6: (on readings from weeks 6 and 7)</b>
Week 9	<ul style="list-style-type: none"> <li>• Sexually Transmitted Infections</li> <li>• Affirming the Kink Community</li> <li>• Out-of-Control Sexual Behavior</li> <li>• Ethical Management of Sex Therapy Casework</li> <li>• How Many People Are Lesbian, Gay, Bisexual, and Transgender? (article)</li> <li>• Policing Sex (video)</li> </ul>	Buehler Chapters 16, 18, 19, 20  Article  Video	<b>Counseling Theories &amp; Special Topics paper</b>
Week 10	<ul style="list-style-type: none"> <li>• Final Paper</li> </ul>		<b>Weekly Reflection 7: (on readings from weeks 8 or 9)</b>

			<b>Final Paper Due</b>
--	--	--	------------------------