



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

[Chaminade University Honolulu](https://chaminadeuniversity.edu)

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number:** PSY 728

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

**Term:** Spring Masters 2024

**Class Meeting Days:** ONLINE

**Class Meeting Hours:** Asynchronous

**Course Website Address (Canvas):** <https://chaminade.instructure.com/>

**Instructor Name:** Sheena Galutira, LMHC, NCC, CSAC

**Email:** [sheena.galutira@chaminade.edu](mailto:sheena.galutira@chaminade.edu)

**Phone:** 808-739-8557

**Office Location:** Behavioral Science 106

**Office Hours:** By Appointment

**Instructor Availability:** Questions for this course can be emailed to the instructor at [sheena.galutira@chaminade.edu](mailto:sheena.galutira@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 3 days.

**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 Learning Materials**

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 Overview**

Short description, you can include the department and your personal description.

## **Course Approach**

This course will include research, literature review, viewing videos, conducting a sexual history assessment and genogram interview, and self-reflection papers.

## **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.

## **Course 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. Formulate counseling strategies 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.

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend 30 hours online/in-person on the learning management system and/or in class, 14 hours in writing responses to discussions and peers, and 50 hours researching, conducting a literature review, and writing papers. There will be an additional 41 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 6 hours per week.

**Note:** There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the [Rice University Center for Teaching Excellence](#).

## **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 kū'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>
Who am I	5
Weekly Discussion	70 (7 @ 10pts)
Discussion Participation	35 (7 @ 5pts)
Counseling Theories & Special Topics	100
Sex Hx, Assessment, & Genogram Interview	100
Sex Hx, Assessment, & Genogram Reflection	25
<u>Final Paper</u>	<u>100</u>
Total Points =	435

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. Late submissions will receive a 10% point deduction each week it is late.

## Assessment

Student performance, relative to the Course Learning Outcomes (CLO) 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 CLO
<b>Who Am I</b>	Students will introduce themselves on Canvas.		
<b>Weekly Discussion</b>	Students will reflect on the week's class discussion and answer the prompts on Canvas.	70 pts (7 @ 10pts)	2, 3, 4, 5, 6
<b>Participation</b>	<p>Students will respond to at least one (1) peer's discussion post. Respond to your peer's discussion post with the following in mind:</p> <ul style="list-style-type: none"> <li>• What is a different perspective or point of view that you gained from viewing your peer's discussion response(s)?</li> <li>• What are your overall thoughts on your peer's discussion post?</li> </ul> <p>Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. You might want to respond to posts that are different from your ideas.</p> <p><i>Following are guidelines for weekly discussion response grades:</i></p> <ul style="list-style-type: none"> <li>• <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <b>well written</b>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion.</li> <li>• <i>Above Average</i> = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed.</li> <li>• <i>Average</i> = The posting and comments lack 2</li> </ul>	35 (7 @ 5pts)	1, 2, 3, 4, 5, 6



	<p>or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand.</p> <ul style="list-style-type: none"> <li>• <i>Minimal</i> = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere.</li> <li>• <i>Unacceptable</i> = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.</li> </ul>		
<p><b>Counseling Theories &amp; Special Topics</b></p>	<p>Students will choose a counseling theory based on chapters 9-16 in the Gladding (2019) textbook, do research, and conduct a literature review (<b>minimum of 5 sources</b>) on a special topic of their interest.</p> <p>Students will synthesize their findings and apply them to couples, family systems, and human sexuality based on the biopsychosocial-spiritual model. Students will submit a 4 page minimum literature review paper in APA format.</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 Outline:</b></p> <ul style="list-style-type: none"> <li>• Title page</li> </ul>	<p>100 pts</p>	<p>2, 4, 5</p>

	<ul style="list-style-type: none"> <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.</li> <li>• 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>		
<p><b>Sexuality History, Assessment, &amp; Genogram Interview and Report</b></p>	<p>Each student will conduct a sexual history, assessment report, and genogram. Students will interview an individual (or couple) who is an acquaintance of the student (anonymity must be maintained!) regarding their sexual history.</p> <p>After completing the interview students will write a written assessment report identifying:</p> <ul style="list-style-type: none"> <li>• Significant perceptions, attitudes, and assumptions regarding gender roles and sexuality issues</li> <li>• A treatment plan indicating how you, as the counselor, might be most helpful to the interviewee(s) regarding their sexuality issues</li> </ul> <p><b>DO NOT include ANY identifying information of your interviewee.</b> Substitute pseudonyms and fictitious information where necessary.</p> <p>Students will write a sexual history client report. The report will include:</p> <ul style="list-style-type: none"> <li>• “Identifying” information</li> <li>• Current sexual functioning and satisfaction</li> <li>• Current sexual concerns and difficulties</li> <li>• History of presenting problem</li> <li>• Brief relational history</li> <li>• Partner functioning and satisfaction</li> <li>• Early sexual development history</li> <li>• Effects of life factors on sexual response</li> <li>• Goals and expectations regarding presenting problem</li> <li>• Notable content in genogram</li> <li>• Genogram</li> </ul> <p>The objective of this assignment is to:</p>	<p>100 pts (25 genogram, 75 history report)</p>	<p>1, 2, 3, 4, 5, 6</p>

- a) Learn to become more comfortable, and to help others become more comfortable discussing sexuality topics in counseling,
- b) Practice conducting a sexuality interview and history
- c) Practice writing an assessment including a treatment plan
- d) Learn how to construct and interpret a sexual genogram

Sex History should include:

- **General Information:**
  - Basic demographic information (limit identifying information, do not obtain last names, addresses, and phone numbers. Create a pseudo name for the interview)
  - Current sexual functioning and satisfaction
  - Partner function and satisfaction
  - Brief relational history/marital history
  - Effects of contraception, pregnancy, illness, medication, and aging on 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.

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:**

- Write 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

	<p>sexuality/intimacy did you notice in your family/across generations?</p> <ul style="list-style-type: none"> <li>• What messages did you notice regarding masculinity and femininity?</li> <li>• Who in your family was least open to discussing areas of sexuality/intimacy?</li> <li>• Who was the most open about sexuality/intimacy? In what ways?</li> <li>• Was sexual intimacy encouraged, discouraged, and/or controlled?</li> <li>• What information about sexuality/intimacy was offered to you growing up?</li> <li>• Were there family secrets regarding sexuality/intimacy? (e.g., incest, unwanted pregnancies, extramarital affairs, sexual orientation)?</li> <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>		
<p><b>Sexuality History, Assessment, &amp; Genogram Reflection</b></p>	<p>Students will reflect on the process of the Sexuality History, Assessment, &amp; Genogram Interview, and Report assignment. The reflection will be 2 pages minimum. Reflect on 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>	<p>25 pts</p>	<p>1, 2, 3, 4, 5, 6</p>

<p><b>Final Paper</b></p>	<p>The final paper has two components, a pre-assessment and a minimum 4 page reflection paper in APA format.</p> <p>Part 1: Students will complete the pre-assessment the first week of class by writing a 1-page reflection paper about their initial thoughts, biases, values, beliefs, discomfort, competence, etc. about the course topics that might impact spiritual, family values, social, and ethical issues.</p> <p>Part 2: Students will write a 4-page reflection paper based on the pre-assessment completed during the first week of class. Students will reflect and write about any observations they noticed in themselves as they went through the course content. What do the learnings, and reflections mean to the student, and how do students plan to use self-awareness, self-monitoring, and self-reflection as a counselor based on the topics of this course.</p>	<p>100 pts (25 pts pre-assessment, 75 points Part 2 reflection)</p>	<p>3, 4, 5</p>
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### Tentative Course Schedule

Date	Class Schedule / Activities / Assignments	Readings	Due
Week 1	<ul style="list-style-type: none"> <li>• Welcome, Introductions, Course Syllabus</li> <li>• Foundations of Family Therapy</li> <li>• Sexology, Sexuality, and Counseling</li> <li>• Pre-Assessment (Final Paper Part 1)</li> </ul>	Gladding Chapters 1, 2, 3  Buehler Chapters 2, 4	<b>Who am I</b>  <b>Weekly Discussion 1</b>  <b>Pre-Assessment (Final Paper Part 1)</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	<b>Weekly Discussion 2</b>  <b>Participation 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> </ul>	Gladding Chapters 7  Buehler Chapters 6, 7, 8	<b>Weekly Discussion 3</b>  <b>Participation 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	<b>Weekly Discussion 4</b>  <b>Participation 3</b>

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 Discussion 5</b>  <b>Participation 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 Discussion 6</b>  <b>Participation 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> </ul>	Gladding Chapters 18  Buehler Chapters 11, 12,	<b>Weekly Discussion 7</b>  <b>Participation 6</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> </ul>	Buehler Chapters 16, 18, 19, 20	<b>Counseling Theories &amp; Special Topics Paper</b>  <b>Participation 7</b>
Week 10	<b>Final Paper</b>		<b>Final Paper Due</b>