



DOCTOR of MARRIAGE and FAM
 School of Education & Behavioral
 at CHAMINADE UNIVERSITY of Ho

DMFT 8060 Course Syllabus
 3140 Waiālae Avenue, Honolulu,
 HI 96816
www.chaminade.edu

Course Number: DMFT 8060

Course Title: Sex Therapy

Term: Summer 2024

Credits: Hybrid with synchronous meetings, 3 credits

Zoom link for all classes:

<https://us06web.zoom.us/j/81527498683?pwd=OdGVlY05kMPQcJ8mxaTtICuU97GV4S.1>

Instructor Name: Dr. Emily Kahumoku-Fessler, PhD, LMFT

Email: emily.fessler@chaminade.edu

Phone: 808-739-7426

Virtual Office Hours: By appointment

Class meeting dates and time:

WEEK 1 July 1 st -7 th	WEEK 2 July 8 th -12 th	WEEK 3 July 15 th -19 th	WEEK 4 July 22 nd -26 th	WEEK 5 July 29 th -Aug 2 nd	WEEK 6 Aug 5 th -9 th	WEEK 7 Aug 12 th -16 th	WEEK 8 19 th -23 rd	WEEK 9 Aug 26 th -30 th	WEEK 10 Sept 2-6 th
Wednesday July 3 rd Class Meeting 6-8am HST		Wednesday July 17 th Class Meeting 6-8am HST		Wednesday July 31 st Class Meeting 6-8am HST		Wednesday , August 14 th Class Meeting 6-8am HST		Wednesday August 28 th Class Meeting 6-8am	

University Course Catalog Description

This course covers many different aspects of sexuality including: biological, developmental, medical, cultural, historical, and interpersonal, with a review of the psychosocial development of sexuality and gender from childhood through aging. This course covers gender and sexual orientation with special attention given to the intersection of race, class, culture, ethnicity, religion, age, and ability. Diversity in sexual expression, sexual orientation, relational orientation, and gender identities are reviewed. This course explores the definition of "normal" sexual functioning, and the assessment and treatment of sexual dysfunction in couples therapy. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore the specific areas of sex therapy in adult relationships. Students will learn both theory and methods of sex-related psychotherapy, including several different models and techniques of sex-related assessment and diagnosis of the ‘Psychosexual Disorders’ described in the current edition of the DSM.

Mission Statement for Doctorate in Marriage and Family Therapy

The program's mission is based on Marianist values and focused on developing strong leaders within the burgeoning field of Marriage and Family Therapy, who value diversity, promote justice and peace, and embody adaptation and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program promotes continuous self- reflection and personal growth for the clinical student in their development as Clinical Practitioners in their roles as scholars, therapists, supervisors, and leaders.

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:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

The course DMFT 8060 - Sex Therapy integrates Marianist characteristics as follows:

1. **Provide an integral, quality education:** The curriculum provides students with a holistic understanding of sex therapy, by integrating psychological, biological, and social perspectives.
2. **Educate in family spirit:** The course provides a safe and inclusive learning environment where students experience a sense of belonging and valued for who they are.
3. **Educate for service, justice and peace:** The course highlights ethical-decision making in sex therapy, encouraging students to reflect on issues related to social justice and to advocate for individuals from diverse backgrounds.
4. **Educate for adaptation and change:** The course promotes lifelong learning and both personal and professional growth, recognizing the need to adapt and change to address the diverse needs present in human sexuality.

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 kua'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

Program Learning Outcomes (PLO)

PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.

(Addresses ACA 2 COAMFTE)

PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice.

(Addresses ACA 3 COAMFTE)

PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to M/CFT research, supervision, and practice, demonstrating attention to multiple domains of diversity.

(Addresses ACA 2&3 COAMFTE)

PLO4: Students will use and evaluate quantitative and qualitative M/CFT clinical to improve clinical process and outcomes.

(Addresses ACA 1 COAMFTE)

PLO5: Students will cultivate a coherent and competent program of M/CFT supervision.

(Addresses ACA 4 COAMFTE)

PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation.

(Addresses ACA 4 COAMFTE)

Course Learning Outcomes (CLO)

At the completion of the course, MFT Doctoral students will be able to:

1. Describe the different aspects of sexuality as it relates to healthy sexual functioning (PLO1; PLO3)
2. Analyze and critique normative models of sexual functioning in regards to the contexts of clinical practice and therapy (PLO1; PLO3; PLO4)
3. Demonstrate the skills required to provide sex-related assessment and diagnosis for individuals within the context of couples therapy (PLO1; PLO2; PLO3)

Competency Area	Program Learning Outcome
Advanced Relational/Systemic Clinical Theory	PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding (Addresses ACA 2 COAMFTE)
Advanced Relational/Systemic Applications to Contemporary Challenges	PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice (Addresses ACA 3 COAMFTE)
Diversity, Service, Justice, Wellness, and Peace	PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to M/CFT research, supervision, and practice, demonstrating attention to multiple domains of diversity (Addresses ACA 2&3 COAMFTE)
Introductory Research Methods Quantitative and Qualitative	PLO4: Students will use and evaluate quantitative and qualitative M/CFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)
Couple and Family Therapy Supervision	PLO5: Students will cultivate a coherent and competent program of MFT supervision (Addresses ACA 4 COAMFTE)

Leadership/Consultation in Marriage/Couple and Family Therapy	PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation (Addresses ACA 4 COAMFTE)
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Learning Materials

Required readings

(* denotes signature text)

*McCarthy, B. (2015). *Sex Made Simple: Clinical Strategies for Sexual Issues in Therapy*. PESI Publishing and Media.

Nagoski, E. (2024). *Come Together: The Science (and Art!) of Creating Lasting Sexual Connections*. Ballantine Books

Nagoski, E. (2015). *Come as you are: The surprising new science that will transform your sex life*. Simon & Schuster.

Perel, E. (2018). *The state of affairs: rethinking infidelity*. First Harper paperbacks edition. New York, Harper.

Suggested Reading Materials:

Kerner, I. (2015). *She comes first: The thinking man's guide to pleasuring a woman*. HarperOne.

Nelson, T. (2020). *Integrative Sex & Couples Therapy: A Therapist's Guide to New and Innovative Approaches*.

Weiner, L., & Avery-Clark, C. (2017). *Sensate focus in sex therapy: The illustrated manual*. Routledge.

Levine, S. B., Risen, C. B., & Althof, S. E. (2017). *Handbook of clinical sexuality for mental health professionals*. Routledge.

[Sexual Medicine in Primary Care - William L. Maurice, M.D. This resource is provided as a free service by The Kinsey Institute Library.](#)

Assessment & Alignment of Course Learning Outcomes

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
CLO1: Describe the different aspects of sexuality as it relates to healthy sexual functioning	Class Participation	10%
	Online Discussion Posts	30%

CLO 2: Analyze and critique normative models of sexual functioning in regards to the contexts of clinical practice and therapy	Sexual Assessment Assignment/Relevant Clinical Topics of Sexuality Presentation	30%
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CLO 3: Demonstrate the skills required to provide sex-related assessment and diagnosis for individuals within the context of couples therapy	Sexual and Gender Identity Paper	30%
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Grading scale

100-90%	A
89-80%	B
79-70%	C- Fail, retake

DMFT Doctoral Courses Student Engagement 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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Doctoral students are expected to perform work of higher quality and quantity, however typically a minimum of forty-five hours of student engagement for each student credit hour is required, although instructors may require roughly a third more work than this minimum undergraduate credit hour requirement. Therefore, a 3-credit doctoral course would typically require engagement of approximately 135 hours for the average student for whom the course is designed. 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.

Number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	10	Five synchronous class meetings
Assigned and topical readings	55	
Key assessments/Writing assignments	25	
Online interaction	15	Discussion posts
Out of classroom collaboration	10	
Presentation & Preparation	30	
Total hours:	145	

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 or call (808)

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](#) 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 or 808-739-8305.

Writing Standards

All work submitted by Chaminade University students within the DMFT program must meet the following writing standards. Written assignments should:

1. Use correct grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and with clarity.
3. Adopt modes and styles appropriate to their purpose and audience (i.e. academic style, research style, and clinical style).
4. Utilize APA style formatting for all papers unless specified otherwise. APA format includes 12-pt serif font (Times New Roman preferred), one-inch margins, double spaces, in-text citation, correct level heading, title page (abstract not always necessary).
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources must be correctly cited both in the body of the paper and the Reference page to avoid plagiarism (see Plagiarism).
6. In addition, for this section:
7. First and second level APA headings MUST be used to structure the paper. The final sentence(s) of the introductory paragraph should outline the first-level headings for the paper (sample will be provided).
8. All papers must have introductory and closing paragraphs.
9. Papers must be in a neutral, formal academic voice (third person).
10. No personal opinion is allowed in the literature review. The paper should serve to accurately summarize the academic literature without personal commentary. For the literature review paper, students may cite published critiques and opinion from peer-reviewed articles and professional books.

Assignments

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). No assignments will be accepted late unless you have contacted the instructor 48 hours prior to the due date and have been granted an extension.

1. Class Participation & Discussion Posts [40 points]:

Participation in the synchronous classes for this course is important for your learning. We will be covering a large amount of material in a small amount of time. Students' discussion posts need to adequately respond to the associated prompt and include thoughtful and original contributions of the discussion that incorporates acknowledgement the previous posts in the thread (where applicable).

2. Clinical Presentations [30 points]: Two options

Option 1: Sexual Assessment Assignment (Client Experience Focus)

1. Demonstrate the skills required to conduct a comprehensive sex history assessment, including appropriate questioning techniques and active listening skills.

2. Critique and analyze the gathered information from the sex history assessment to identify relevant background information, presenting concerns, and potential areas for intervention.
3. Apply ethical considerations and maintain confidentiality and informed consent throughout the sex history assessment process.
4. Develop a comprehensive treatment plan tailored to the individual needs of the hypothetical client, drawing on evidence-based therapeutic approaches.
5. Utilize effective communication and empathy in presenting findings and treatment plans in a simulated clinical setting, demonstrating professionalism and empathy towards the hypothetical client.
6. Present your findings and treatment plan in a professional manner, using a slide deck format, demonstrating effective communication and empathy in the mock clinical setting.

Options 2: Relevant Topics in Sex Therapy (Advanced Topic Focus)

1. Demonstrate the skills required to conduct a comprehensive sex history assessment, including appropriate questions techniques, active listening skills relevant to your topic.
2. Critique and analyze relevant and recent research.
3. Apply ethical considerations and develop an assessment process that encompasses your topic—being sure to take into account both individualized and relational assessment principles.
4. Include aspects of a comprehensive treatment plan tailored to individual/couple(+) needs, drawing in evidence based therapeutic approaches
5. Utilize effective communication and empathy in presenting findings and treatment plans in a simulated clinical setting, demonstrating professionalism and empathy.
6. Present your findings and treatment plan in a professional manner, using a slide deck format, demonstrating effective communication and empathy in the mock clinical setting.

Additional Learning Objectives:

- a. Identify and explain the different aspects of sexuality as it relates to healthy sexual functioning including biological, psychological, emotional, social, cultural, and/or relational factors and how they impact the sexual health problem.
- b. Analyze how sexual desire, arousal, pleasure, intimacy, communication, identity, orientation, attitudes, beliefs, values, and/or behaviors contribute to the sexual health problem and maintaining healthy sexual functioning.
- c. Demonstrate understanding through written and verbal assessment of the different aspects of sexuality listed in # 1 and 2 and their impact on overall sexual health.

Slide Deck Presentation Time Format:

Participants will present the sexual assessment/relevant topics in sex therapy findings in a professional manner, using a slide deck format, demonstrating effective communication and empathy in the mock clinical setting. In their slide deck, participants will embed a 5-7 minutes of video clips of their sexual assessment, demonstrating how they conducted the sexual assessment. Total presentation time: 15-20 minutes

Option 1

1. Introduction (1 minute):
 - Begin by introducing your client. Ex: “Beyoncé is a 30-year-old individual of [insert ethnic background], [insert sexual orientation], [insert marital status], and [insert religion].”
 - Describe the client's reason for seeking help from a sex therapist, focusing on their stated

sexual health problem in their own words.

2. Sex History Showcase (5-7 minutes):
 - Present a video recording showcasing the sex history interview with the client. Highlight key moments and insights gleaned during the interview process.
3. Case Formulation and Treatment Planning (5 minutes):
 - Discuss your case formulation based on the information gathered during the sex history interview.
 - Outline your proposed treatment plan, including specific interventions and strategies tailored to address the client's needs and goals.
4. Self-Reflection (2-3 minutes):
 - Reflect on your experience conducting the sex history interview. Discuss what it was like to engage in this practice, including any challenges, insights, or personal growth you experienced during the process.

Option 2

1. Introduce the topic and give relevant background info (2-4 minutes)
 - a. Be sure to include relevant contextual details, and introduce a client vignette if appropriate.
 - b. Describe clients that may be seeking help for this particular issue, including relevant demographics and biopsychosocial or political sociocultural issues.
2. Model of sexual functioning. (about 5 minutes)
 - a. Provide background info on the model of sexual functioning used to conceptualize this issue
 - b. Assess the model's their relevance, accuracy, and effectiveness in guiding clinical interventions and therapeutic approaches for addressing a specific sexual health problem. You can also use this time to provide a critique on why certain models of normative sexual functioning are problematic in addressing your issue.
3. Treatment Planning (5 minutes)
 - a. Outline your proposed treatment plan, including specific interventions and strategies tailored to address the topic.
 - b.
4. Self-reflection (2-3 minutes)
 - a. Reflect on your experience presenting topics regarding sexuality/sexual functioning. Discuss what it was like to engage in this practice, including any challenges, insights, or personal growth you experienced during the process.

3. Sexual and Gender Identity Paper [30 points]:

One theme that unites all human sexuality courses is the application of the information and concepts presented in class to students' attitudes, beliefs, values, and behaviors. One of the best ways that I have found for students to apply what they've learned in class is by writing a paper that explores the influences on their sexual and gender identity. In this paper, you will be reflecting on your sexual development and gender identity. You will explore factors that have influenced the formation of you sexual and gender identity, using your personal experiences to describe psychological, emotional, cultural, religious and social aspects of sexual and gender identity formation. Please feel free to address any topic that we have discussed in class that is not specifically outlined in the following pages.

I am aware that I am asking you to describe the various influences on your personal sexual identity and gender identity, and the impact that these influences have had on your sense of identity, and your sexual attitudes and behaviors, and that writing these things down on paper may bring up a variety of challenges and obstacles.

Grading of this paper will be based on the thoroughness and thoughtfulness of your answers. Your paper will be graded on the extent to which you meet the criteria of the assignment, the breadth you give to discussing each contributing factor, and the quality of the insights you demonstrate in articulating the various influences on your gender and sexual identity.

This paper is worth **30 points**. The paper must be written in paragraph format, APA style and NOT in question/answer format. Points will be deducted for formatting errors.

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
 - Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
 - Copying of someone else's exam or paper.
 - Allowing someone to turn in your work as his or her own.
 - Not providing adequate references for cited work.
 - Copying and pasting large quotes or passages without properly citing them.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms that **cannot** be used for course assignments except as explicitly authorized by the instructor. **The following actions are prohibited in this course:**

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted
- If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

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, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. 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 the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

COURSE SCHEDULE

*Denotes Heavy Reading Weeks

Week	Topics	Readings and Assignments
1	Intimacy vs. Sex Language & Communication Sex & Tech Sexual Assessment	McCarthy Ch. 1 and 2
2	Pornography and Sexual Addiction	McCarthy Ch. 10 Discussion Board 1: Putting Porn into a Box
3*	Sexual Desire Discrepancies	Come As You Are (entire book, but focus on Chapters 2, 4, 5, 7) McCarthy Ch. 4
4	Cultural and Religious Consideration	Sexual and Gender Identity Paper Due Discussion Board 2: Good girls and boys; sexuality and morality
5*	Affairs	Perel Ch. 1-6
6*	Affairs Continued	Perel Ch. 7-12 Discussion Board 3: Defining Affairs and the Ethics of Secret Keeping as a therapist
7	Presentations	
8	Trauma-Informed Sex Therapy	McCarthy Ch. 11; Discussion Board 4: Don't Yuck their Yum
9	Working with Sexual Dysfunction	McCarthy Handbook (provided on Canvas)
10	Special Topics: More than 2; Sex	Discussion Board 5: Going beyond the reading Presentation back-up day.

	and disabilities/health concerns	
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**Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events.*