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***Tentative*** Course Syllabus

Department of Counselor Education

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| **Official Course Description** |

**COUN 521 Advanced Seminar in Counseling – Human Sexuality.** This course will provide students with an understanding of human sexual development with a particular focus upon ease with sexual material, self-awareness, and sexuality counseling.

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| **Instructor and Course Information** |

Instructor: Katherine M. Hermann, Ph.D.

Office: 270 Picard Building

Phone: 337-482-6595 (office)

361-331-5170 (cell)

E-mail: [hermann@louisiana.edu](mailto:khermann@olemiss.edu)

Meeting Time and Place:

Hybrid Format: In-Class Meetings Tu/Th: 2:00 - 4:45 P.M.

Location: TBA

Office Hours:

By appointment. I understand that some of the material we will cover in class is sensitive, and I am opening to scheduling a meeting anytime throughout the term.

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| **Purpose of the Course** |

COUN 521: Advanced Seminar in Counseling – Human Sexuality will increase awareness, knowledge, and skills regarding a broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort exploring subjects and working with a diverse range of clients on topics to include the expression of human sexuality and intimacy across the lifespan, attitudes about sexuality, common problems of sexual functioning, and therapeutic interventions.

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| **Personal Statement** |

All humans are sexual beings. We can explore, debate, and discuss this fact, but the truth remains the same; sexuality is part of the human experience. Nevertheless, sex and sexuality are sensitive subjects. As we will learn in this course, each individual has a diverse perspective, unique background and experiences, and different level of comfort with the subject.

Over the course of the next few weeks, our goal will be to value one another’s differences, learn from each other, and work through our clashes and controversies. The first and foremost objective will be the creation of a safe environment that is sensitive and respectful of others’ experiences and open to discussion. You will have the opportunity to be fun and funny, but I ask that you do not use humor to minimize our own or another’s experiences. You will explore differences and similarities in an effort to learn and grow. You will also likely experience a range of emotions (e.g., fear, excitement, confusion, joy, insult, happiness, anger, empathy, frustration, sympathy, disappointment, giddiness, etc.), but you will be guided to use these feelings as a tool to better understanding yourself and others. This course will be an opportunity to facilitate discussion and collaboration rather then produce unilateral discomfort or change another’s opinion.

As we learn new material the next few weeks, I ask that you focus on engaging in discussions sensitively and considerately. Everyone will have the opportunity to reflect to develop a greater awareness of his or her own sexuality, increase comfort discussing other’s sexuality, and discover how to be a more effective counselor. While these opportunities will be presented, as within a counseling session, no one will be required to share personal information or thoughts, and all participants should maintain a focus on ensuring the confidentiality and safety of their class members.

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| **Approved Text(s) and/or Resources** |

**Required Reading:**

All required readings are posted on Moodle and listed on the Course Calendar.

**Recommended Texts:**

Buehler, S. (2014). *What every mental health professional needs to know about sex*. New York: Springer Publishing.

Barret, B & Logan, C. (2002). *Counseling gay men and lesbians*. Pacific Grove, Calif.: Brooks/Cole.

Carnes, P. (1994). *Out of the shadows*. Center City, Minn.: Hazelden.

Crooks, R. & Baur, K. (2011). *Our sexuality (12th Ed).* Belmont, CA: Thomson Wadsworth.

Heywood, L. (1998). *Pretty good for a girl*. Minneapolis, Minn.: University of Minnesota Press.

Hudson-Allez, G. (2005). *Sex and sexuality: Questions and answers for counselors and therapists.* Philadelphia: Whurr Publishers.

Hyde, J., & DeLamater, J. (2013). *Understanding Human Sexuality* (12th Ed.). New York: McGraw-Hill Co.

Leiblum, S. (Eds.). (2010). *Treating sexual desire disorders*. New York: Guilford Press.

Leiblum, S. R. (Ed.). (2007). *Principles and practice of sex* *therapy*. New York: Guilford Press.

Long, L. L., Burnett, J.A. & Thomas, R. V. (2006). *Sexuality counseling: An integrated approach.* Upper Saddle River, NJ: Pearson Prentice Hall.

Milton, M. (2014). *Sexuality: Existential perspectives*. Monmouth, UK: PCCS Books.

Rathus, S., Nevid, J., & Fichner-Rathus, L. (2013). *Human sexuality in a world of diversity* (9th ed.). New York: Learning Solutions.

Taverner, W. J., & McKee, R. (2011). Taking Sides: Clashing Views in Human Sexuality (12th Ed.). New York: McGraw-Hill Co.

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| **Course Objectives (CACREP Standards Addressed in This Class)** |

*Note:* **M** *=* *major theme*; **m** *=* *minor theme*

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| **Clinical Mental Health** | | |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **E.2**  Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. | **M** | Class readings, discussion, lectures, and presentations |

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| **Marriage, Couple, and Family Counseling** | | |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **C.3**  Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning. | **M** | Class readings, discussion, lectures, and presentations |
| **E.2.**  Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples). | **M** | Class readings, discussion, lectures, and presentations |
| **E.4.**  Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s). | **M** | Class readings, discussion, lectures, and presentations |
| **School Counseling** | | |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **E.4.**  Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. | **M** | Class readings, discussion, lectures, and presentations |

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| **Evaluation Procedures** |

**Course Requirements:**

Attendance

Attendance and on time arrival is expected and is of the utmost importance in a class of this nature. Students are allowed to miss one class; for each subsequent absence, a student’s grade will be reduced by one letter grade. Arriving late or leaving early is a disruption to the entire class; therefor, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late. You are responsible for making sure you receive the necessary assignments and class notes you miss.

Reading Assignments

Candidates are expected to complete all reading assignments per the Assignment Calendar.

Class Participation

A. Preparation for class should include reading, reflecting, and actively engaging in class discussions

B. Candidates are expected to participate in practice counseling sessions, as either a counselor or client, throughout the class meetings. These sessions may be conducted in groups or in front of the class.

C. Questions & Secrets/Fantasies

In the spirit of normalizing human sexuality and having open discussions about real questions and real experiences (we represent a sample of the human experience) while respecting everyone’s privacy (not having to self-identify individually) I am asking everyone to creating two lists of 10 items each list (don’t be inhibited):

* 10 real questions you have about human sexuality (things you do not know the answer to but would like to find out)
* 10 sexual experiences (secrets), or experiences you have not had (fantasies). Others should not readily know these 10 things.

These lists should be written so that you do not self-identify. They should also be written in a manner that does not denote gender. Although you may be comfortable self-disclosing, outing yourself may unintentionally out a classmate.

As you reflect and create two different lists, type these in Roman 12 point font. Leave space between each item (do not number or bullet items). Print on white paper. Bring to our first class. I will collect and cut these into separate items/strips of paper. Throughout the course, we will blindly pick items for class discussion, personal reactions, and role-plays.

Using ourselves as “source” will help us see how many questions and thoughts/feelings/experiences even a small group of adults have regarding sexuality. We will likely all be surprised at times, experience some comfort through universality, and almost assuredly we will all be offended at some level at some time (this can be a sensitive topic). I think this all goes with the territory.  My hope is that these discussions will also make us more knowledgeable and comfortable with various sexuality topics and continue to prepare you as counselors to be “more ready and comfortable” counseling clients with these types of issues and questions.

Discussion Forum

During each online module, students will be asked will reflect on the assigned reading. Students will post a brief reflection (one paragraph to one page in length) on the Moodle discussion forum on or before 8PM on the due date. After posting their own reflection, students will have two days to read their classmates’ posts and respond to a minimum of two (2) other posts.

These discussion posts are not an attempt to grade student’s opinions. Points will be awarded for full integration and citation of assigned reading, giving specific examples rather then speaking in generalities

Dyadic Presentations

Students will complete a 45-minute presentation over a special topic (see Appendix A) selected the first class meeting. This presentation should be grounded in recent research. Students are required to include at least six resources, four of which must be from peer reviewed sources; all sources should be current (2000 – present; last five years is optimal).

How you present the material is entirely up to you. For example, you may show videotape, engage the class in a group activity, invite a guest speaker, conduct a role-play, etc. An outline of suggested sections is available in Appendix C; it is not necessary to cover all of these sections, but these topics may help to guide your research. The most important considerations include: (a) effectively engaging the audience (please do not read directly from a presentation or notecards), (b) adequately introducing how the topic affects clients across the lifespan, (c) effectively addressing the most significant counseling interventions, (d) presenting current information, and (e) adhering to the 45-minute timeframe. Please provide a handout for your classmates, and be prepared to facilitate discussion and answer questions. Students will be evaluated based on the rubric in Appendix B.

Extra Credit Movies and Documentaries

For five extra credit points on your participation grade, students can review up to two (2) movies from popular media that addresses a salient aspect of human sexuality. Additional information on assignment is available on Moodle.

###### Assessment Procedure:

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| **Assignment** | **Weight** |
| Class Participation | 25% |
| Discussion Forum | 35% |
| Special Topic Presentation | 40% |
| Total | 100% |

All course requirements will be used to determine candidate’s achievement in the course. All required assignments will be given a specific grade. Final course grades will be assigned as follows:

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| A | = | 92 - 100 |
| B | = | 80 – 91.9 |
| C | = | 70 – 79.9 |
| D | = | 60 – 69.9 |
| F | = | Below 60 |

\* Grades will not be rounded up.

**Late Assignments**

**All assignments should be completed on or before the announced due date.** Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive an zero on the assignment.

**Assignment Format**

All assignments should be typed and adhere to APA guidelines (*APA Publication Manual*, 6th ed.) including formatting (double-spaced, 12-point Times New Roman font), title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

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| **Instructional Strategies** |

Instruction will consist of lecture, small group discussions, demonstrations, guest lectures, student presentations, mock counseling sessions, and videos/films

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| **Academic Integrity and Attendance Policy** |

Students are expected to conduct themselves with the honor and integrity befitting a graduate student preparing to serve as a counselor.

The standards of ethical behavior include behavior in completing class assignments as well as the behavior of class members in their own small groups. All participants in this course will be held accountable for knowing and following the Ethical Guidelines presented in the textbook or through appropriate ethical statements in counseling, such as American Counseling Association (ACA) or American School Counseling Association (ASCA).

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| **Flexibility Statement** |

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students’ experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful**.

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| **Accommodating Students with Special Learning Needs** |

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires The University of Louisiana at Lafayette to provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (482-5252). Contact will be made by that office through the candidate to the instructor of this class at which time reasonable accommodations will be arranged.

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| **Emergency Evacuation Procedures** |

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

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| **Assignment Calendar for COUN 502** |

**\*\*\*See supplemental document for Assignment Calendar**

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| **Websites and Resources** |

American Association of Sexuality Educators, Counselors, and Therapist (AASCET) <http://www.aasect.org/>

The Society for the Scientific Study of Sexuality (SSSS) <http://www.sexscience.org/>

Association for Lesbian, Gay, Bisexual & Transgendered Issues in Counseling (ALGBTIC) <http://www.algbticconference.org/home.html>

Counselors for Social Justice (CSJ) <http://www.counselorsforsocialjustice.net/>

American Association of Sex Educators, Counselors, and Therapists [www.aasect.org](http://www.aasect.org)

American College of Obstetricians and Gynecologists (ACOG) [www.acog.org](http://www.acog.org)

American Society for Reproductive Medicine (ASRM) [www.asrm.org](http://www.asrm.org)

Centers for Disease Control and Prevention [www.cdc.gov](http://www.cdc.gov)

Contraception Online www.contraceptiononline.org

Endometriosis Association www.endometriosisassn.org

Gay and Lesbian Medical Association www.glma.org

Kaiser Reproductive and Sexual Health Resource www.kff.org

Kinsey Institute www.indiana.edu/~kinsey

Kinsey Institute has a page of resources for those interested in sexology: kinseyconfidential.org/resources/sex-research-sex-therapy

International Academy of Sex Research (IASR) www.iasr.org

International Society for the Study of Women's Sexual Health [www.isswsh.org](http://www.isswsh.org)

Intersex Society of North America www.isna.org

National Vulvodynia Association (NVA) www.nva.org

North American Menopause Society (NAMS) [www.menopause.org](http://www.menopause.org)

Sexuality Information and Education Council of the U.S. (SIECUS) [www.siecus.org](http://www.siecus.org)

Society for the Scientific Study of Sexuality (SSSS) www.sexscience.org

World Association for Sexology [www.worldsexology.org](http://www.worldsexology.org)

www.femalesexualdysfunctiononline.org

www.vaginismus.com

**Journals**

*The Journal of Sex Research*

*Sexual and Relationship Therapy*

*Journal of Sex and Marital Therapy*

*Contemporary Sexuality*

*Sexuality and Disability*

*Gender & Society*

*Sexualities*

*Theory, Culture & Society*

**Appendix A: Student Presentation Topics**

1. Talking to Youth about Sex
   * Discussions Throughout the Lifespan
   * Teenage Pregnancy
2. Adult Relationships for Sexual Abuse Survivors
3. Pornography Addiction
4. Physical and Emotional Factors in Sexual Relationships
   * Sex with Disabilities
   * Sex and Mental Illness (Not DSM-5 Diagnosis of sexual disorders)
     + Depression
     + Narcissism

\*\*\*Topic descriptions are suggestions/recommendations – feel free to elaborate, expand, of focus according to what you feel will be most beneficial to your classmates and your development and work as a counselor.

\*\*\* If there is a different salient topic you would rather use for your presentation, please let me know. I am flexible and open to your ideas!

Appendix B: Human Sexuality Special Topic Presentation: Rubric

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| Content Area | Possible Points | Points Earned |
| **Clarity of Presentation** | 15 |  |
| * Prepared for presentation * Presented information in well-organized logical manner * Engaged audience * Length of presentation/time management |
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| **Completeness of Presentation** | 30 |  |
| * Fully explored topic * Provides background/history on topic * Provides statistics that demonstrate prevalence, importance, etc. * Describes affects of topic across development * Connect topic to the counseling profession * Describes how the topic is relevant to the counseling profession |
|  | | |
| **Counseling Interventions** | 25 |  |
| * Provides techniques/interventions that can be used to address topic * Relevant – connected to current clinical needs * Offered suggestions for implementing technique into clinical work |
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| **Questions & Discussion** | 10 |  |
| * Facilitated safe and collaborative discussion on topic * Preparation for questions * Knowledgeable responses to questions * Complete answers |
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| **Referenced material** | 10 |  |
| * Incorporates at least six current resources, four from peer reviewed sources; all current (2000 – present). * Quality of sources * Integration of referenced material into presentation * Current: up-to-date research * Proper citation of sources during presentation * APA, grammar, editing, etc. |
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| **TOTAL** | **100** |  |

Appendix C: Special Topic Presentation Suggested Outline

1. Overview

Thorough overview of the topic: background, definitions, current statistics, etc.

1. Special Considerations

Special considerations when working with these populations (primary, middle, and high school age children/youth). Socio-cultural considerations, risk factors, red flags, etc.).

1. Effective Interventions

Counseling interventions that have been researched and proven to be effective in addressing selected topic. What does literature in the last 5 years say is effective?

(Use recent professional counseling and psychology journal articles for your summary of interventions).

1. Working with Parents, Teachers, Clinicians, and Other Helping Professionals

Issues and interventions related to working with parents, teachers, clinicians, other helping professionals.

1. Ethical and Legal Issues

Discuss relevant ethical and legal issues.

(Remember: in counseling there are *always* ethical issues that are tapped into, especially with minor clients).

COUN 521: Course Schedule

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| **Date** | **Topic/Activity** | **Assignment – Due on date listed** |
| 6/6/16 – M  Online |  |  |
| **Module 1**  6/7/16 - Tu | - Introductions  - Syllabus Review  - Course Contract Development   * Group rules * Confidentiality * Sharing   - Overview   * Terms: LGBTQQIAP * Statistics   - Sex-Inventory   * Early Experiences * History   - Sex Therapist Certification Process  - Discussion: Questions, Secrets, & Fantasies (Q, S, & F) | Required Reading:   * Buehler – Chap. 1: Sexuality and the Mental Health Profession pp. 3-10   Buehler – Chap. 2: Making the Shift: Comfort with Sexuality pp. 11-15  Buehler – Chap. 4: Defining Sexual Health pp. 35-45  Optional Reading:   * Buehler – Chap. 20: Sex Therapy: Now and in the Future pp. 263 – 268   Rathus, Nevid, & Richner-Rathus – Chap. 1: What is Human Sexuality pp. 1-29  Reflection Activity (due before next class):   * Personal: Reflect on sex history. How does this impact you? How could this impact clients?   Moodle Posts:   * What is the area of sexuality counseling that makes you most nervous/awkward? Respond to two a peers with a different concern. How might you help them feel more comfortable? * Post One: Due by 8PM, Tuesday, June 7th * Response Post: Due before class Wednesday, June 8th |
| 6/8/16 - W  Online |  |  |
| **Module 2**  6/9/16 - TH | Topics:   * Sexual Development Across the Lifespan   + Stages   + Attraction   + Stage of Love   + Communication   + Pregnancy   + Abortion   + Infertility   Special Topic Presentation #1:  - Role Play  - Discussion: Q, S, & F | Required Reading:   * Buehler – Chap. 14: Sexuality and Reproduction pp. 189 – 199 * Hyde & DeLamater – Chap. 11: Attraction, Love, and Communication, pp. 264 – 292   Optional Reading:   * Crooks & Baur – Chap. 12: Sexuality During Childhood and Adolescence pp. 342 – 372 * Crooks & Baur – Chap. 13: Sexuality and the Adult Years pp. 373 – 396   Moodle Posts:   * Please write a brief reflection on your experiences from class and the reading assignment for Monday * Post One: Due by 8PM, Friday, June 10th * Response Post: Due before class Monday, June 13th |
| **Week Two** | | |
| 6/13/16 – M  Online |  |  |
| **Module 3**  6/14/16 - Tu | Topics:   * Biological Sexual Development * Sexual Development   + Genitalia   + Breasts   + Pubic hair   + Puberty   + Sexual Anatomy   + Reproductive organs * What happens physically during sex; * Sexual Response Cycle (desire, excitement, plateau, orgasm, resolution [males]) * Sexually Transmitted Diseases   Guest Speaker: Dr. Marc Fernandez, M.D. (or other MD)  - Role Play  - Discussion: Q, S, & F | Required Reading   * Buehler – Chap. 3: Sexual Anatomy and Psychosexual Development pp. 17 – 34   Optional Reading:   * Rathus, Nevid, & Richner-Rathus – Chap. 16: Sexually Transmitted Infections pp. 468-503 * Hyde & DeLamater – Chap 4: Sexual Anatomy pp. 62 – 83 * Crooks & Baur – Chap. 3: Female Sexual Anatomy and Physiology pp. 49 – 85 * Crooks & Baur – Chap. 4: Male Sexual Anatomy and Physiology pp. 86 – 109   Moodle Posts:   * Please write a brief reflection on your experiences from class and the reading assignment for Wednesday * Post One: Due by 8PM, Tuesday, June 14th * Response Post: Due before class Wednesday, June 15th |
| 6/15/16 - W  Online |  |  |
| **Module 4**  6/16/16 - Th | Topics:   * Sexual Orientation   Guest Speaker:  Guest Speaker:  - Role Play  - Discussion: Q, S, & F | Required Reading:   * Buehler – Chap. 10: Therapy With Sexual Minorities, pp. 135 – 145 * Barret & Logan – Chap. 2: Gay and Lesbian Identity Development pp. 23 – 43 * Barret & Logan – Chap. 6: Counseling Bisexual and Transgendered Clients pp. 106-124   Optional Reading:   * Rathus, Nevid, & Richner-Rathus – Chap. 10: Sexual Orientation pp. 258-288 * Crooks & Baur – Chap. 9: Sexual Orientation pp. 248 – 277   Coming Out Handout  Kline Sexual Orientation Grid  Multidimensional Scale of Sexuality  Reflection:   * What do you think it’s like for a client in the period between recognizing their sexuality and coming out? * What do you think of the idea of sexuality across a spectrum? * What can you do as a counselor to facilitate the coming out process   Moodle Posts:   * Please write a brief reflection on your experiences from class and the reading assignment for Monday * Post One: Due by 8PM, Friday, June 17th * Response Post: Due before class Monday, June 20th |
| **Week Three** | | |
| 6/20/16 – M  Online |  |  |
| **Module 5** 6/21/16 - Tu | Topics:   * Theories of Sex Counseling * Ethics, Religion, & Law   Guest Speaker: Sex Therapist  - Role Play  - Discussion: Q, S, & F | Required Reading:   * Long, Burnett, & Thomas Chap. 2: Theories Applied to Sexuality Counseling pp. 20 - 45 * Buehler – Chap. 5: Assessing Sexual Problems pp. 51 – 63 * Buehler – Chap. 19: Ethical Management of Sex Therapy Casework pp. 253 – 262   Optional Reading:   * Long, Burnett, & Thomas Chap. 3: Assessment in Sexuality Counseling pp. 46 - 67 * Long, Burnett, & Thomas Chap. 4: Treatment Planning, and Interventions pp. 68 - 81 * Hyde & DeLamater – Chap. 19: Ethics, Religion, and Sexuality pp. 454 – 479 * Hyde & DeLamater – Chap. 20: Sex and the Law pp. 480 – 506   Moodle Posts:   * Please write a brief reflection on your experiences from class and the reading assignment for Wednesday * Post One: Due by 8PM, Tuesday, June 21st * Response Post: Due before class Wednesday, June 22nd |
| 6/22/16 - W  Online |  |  |
| **Module 6**  6/23/16 - Th | Topics:   * Disorders & Therapy * Perceived Abnormal Behavior   Guest Speaker: Whitney Storey  Special Topic Presentation #2:  - Role Play  - Discussion: Q, S, & F | Required Reading:   * Hyde & DeLamater – Chap. 17: Sexual Disorders and Sex Therapy pp. 407-430 * Buehler – Chap. 6: Women’s Sexual Health Problems pp. 65 – 84 * Buehler – Chap. 7: Men’s Sexual Health Problems pp. 85- 102   Optional Reading:   * Crooks & Baur – Chap. 14: Sexual Difficulties and Solutions pp. 397 – 432 * Rathus, Nevid, & Richner-Rathus – Chap. 15: Sexual Dysfunctions pp. 434-467   Moodle Posts:   * Please write a brief reflection on your experiences from class and the reading assignment for Monday * Post One: Due by 8PM, Friday, June 24th * Response Post: Due before class Monday, June 27th |
| **Week Four** | | |
| 6/27/16 – M  Online |  |  |
| **Module 7**  6/28/16 - Tu | Topics:   * Nonconsensual Sex   + Coercion   + Prostitution   + Sexual Harassment   + Sexual Assault (rape, abusive sexual contact, intentional touching without consent, non-contact sexual abuse)   + Childhood Sexual Abuse * Intimate Partner Violence (IPV)   Special Topic Presentation #3:  Special Topic Presentation #4:  - Role Play  - Discussion: Q, S, & F | Required Reading:   * Rathus, Nevid, & Richner-Rathus – Chap. 18: Sexual Coercion pp. 532-565   Optional Reading:   * Hyde & DeLamater – Chap. 15: Sexual Coercion pp. 364 – 384 * Crooks & Baur – Chap. 17: Sexual Coercion pp. 507 – 541 * Crooks & Baur – Chap. 18: Sex for Sale pp. 542 – 562   Moodle Posts:   * Final Reflection: What was the most meaningful thing that you learned in this class relevant to yourself, your clients, and your growth as a counselor? * Post One: Due by 8PM, Tuesday, June 28th * Response Post: Due before class Wednesday, June 29th |
| 6/29/16 - W  Online |  |  |
| **Module 8** 6/30/16 - Th | Special Topic Presentation #5:  Special Topic Presentation #6:  Closing Discussion  - Role Play  - Discussion: Q, S, & F |  |