

*Sul Ross State University*  
**Rio Grande College**  
**Counseling Program**  
*Department of Education*

# **COUNSELING AND HUMAN SEXUALITY**

EDUC 6364 (EDUC 6316)

3 semester credit hours

Summer Session II 2016

**Instructor:** Todd T. Russell, Ph.D.

**Office:** RGC Uvalde Campus A126

**Business Cell:** (210) 253-0884    **Home Office:** (210) 233-1953

**University Office:** (830) 279-3025    **Fax:** (210) 340-2359    **E-Mail:** [trussell@sulross.edu](mailto:trussell@sulross.edu)

### **Student Availability Hours**

Available to meet with students by appointment or for virtual assistance via online chat,  
Skype, Collaborate, email and cell phone (voice or text)

## **Course Description**

This course provides counselors with the knowledge and skills for effectively working with clients of diverse backgrounds on issues related to human sexuality. Physical, psychological and cultural aspects of sexuality will be explored with emphasis on enhancing mindful counselor self-awareness.

## **Course Purpose**

Sexuality is the most vital aspect of the human experience. Human behavior cannot be understood separately from human sexuality. This course will explore the biological, psychological, and sociocultural aspects of human sexuality from anatomical sexual assignment, gender identity, and sexual orientation to the fluidity of adult sexual expression. Compassionate and effective counselors must fully understand their own sexual attitudes, beliefs, assumptions, and biases in order to bring authenticity and congruence to the counseling relationship. Students will identify and assess their own sexual development, experiences, beliefs, and prejudices and explore the impact of these on the counseling relationship. Sexual issues are ever-present in both the content and process of the counseling relationship. Students will develop the knowledge and skills necessary to authentically facilitate the counseling relationship when sexual issues, concerns or problems arise explicitly or implicitly.

## Student Learning Objectives

Upon successfully completing this course, students will be able to:

1. Identify and assess personal attitudes, beliefs, and assumptions about human sexual behaviors. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom and the Mindful Counseling Sexuality Blogs.*
2. Evaluate personal, familial and cultural biases relative to anatomical sexual assignment, gender identification, sexual orientation and sexual practices and their potential influences on the counseling relationship. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom and the Mindful Counseling Sexuality Blog.*
3. Demonstrate fluency and genuine acceptance in discussing intimacy, sexuality, sexual behaviors and dysfunctions, and sex education with individuals, couples, families, and groups. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*
4. Identify and describe the legal and ethical issues of sexuality counseling, ethical decision-making models, and the relevant ethical standards. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*
5. Explain and discuss human sexual development and individual sexual uniqueness from an integrated biological-psychological-sociocultural perspective. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*
6. Describe the construction of sexuality and sexual behavior relative to social, historical, and cultural contexts with special emphasis on the bilingual and bicultural communities of South Texas. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*
7. Distinguish and illuminate developmentally appropriate sex education topics/objectives for each of the following life stages: Primary children (5-7 years old), elementary (8-11 years), middle school (12-14 years), adolescence (15-18 years), young adulthood (20-39 years), middle adulthood (40-59 years), and older adulthood (60+ years). *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*
8. Demonstrate knowledge of sexually transmitted diseases and the clinical and/or counseling implications of the diseases. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*
9. Assess and analyze the sexual themes, issues, and problems expressed by clients implicitly and/or explicitly. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*

10. Design a counseling treatment plan that addresses the relevant sexual issues and the appropriate professional course of action. *Assessment of this objective will be conducted through instructor observation of the Mindful Counseling Sexuality Blog and the Final Examination or Media Project.*
11. Apply and practice culturally relevant counseling strategies and techniques for resolving sexual problems. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*
12. Evaluate the short-term and long-term effectiveness of the counseling treatment plan, as well as specific counseling interventions. *Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Mindful Counseling Sexuality Blog, and the Final Examination or Media Project.*

## Readings

There are no required texts in this class. There will be an abundance of required reading that will be posted and made available to students on Blackboard. Additionally, students will be expected to locate and share valuable resources for understanding and skillfully working with clients' sexual content, sexual dysfunctions, and sexual beliefs and attitudes.

## Class Sessions

This class will meet in the virtual world online in the Blackboard system as well as through email (reply all) discussions. Students will be expected to log in and participate in presentations, discussions, assignments, and special readings for a minimum of twelve hours per week. (Refer to the *Distance Education Statement* of Rio Grande College near the end of this document.) Additionally, students are expected to regularly monitor email accounts for ongoing dialogues via emails to all. During the first week of the course students will provide the instructor with available dates and evening hours in order to schedule class sessions through Blackboard. There will be two ninety-minute class meetings each week through the Blackboard feature, **Collaborate**. Much like Skype, students will log in to Blackboard at the agreed upon time, link to **Collaborate**, and join the class meeting in "real time."

## Course Requirements and Grading

*regular participation in the virtual classroom community	50 points
*mindful counseling sexuality blog	50 points
*objective final examination or media project	100 points

According to this scale, there are 200 total points possible on which your final course grade will be based. A final point total of 180 or greater will earn you a final grade of A, a total of 160-179 will be a final grade of B, and a total of 140-159 will be a C grade. **Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.**

# Proposed Course Outline

## **Date**                      **Topics, Issues and Assignments Due**

---

**Week #1:**                      \* Introduction to Counseling and Sexuality  
*July 7-10, 2016*                \* Personal Experiences and Perspectives on Sexuality  
                                      \* Familial and Sociocultural Influences on Sexuality  
                                      \* Clinical Comfort and Mindful Empathy in Sexual Counseling

---

**Week #2:**                      \* Female Sexual Anatomy and Physiology  
*July 11-17, 2016*                \* Male Sexual Anatomy and Physiology  
                                      \* Anatomical Sexual Assignment: A Continuum  
                                      \* Gender-Role Development and Gender-Role Stereotypes  
                                      \* Gender Identification: A Continuum

---

**Week #3:**                      \* Sexual Arousal and Response Cycle  
*July 18-24, 2016*                \* Correlates and Disparities with the DSM-5  
                                      \* Sex, Love and Intimate Relationships  
                                      \* Sexual Orientation: A Continuum

---

**Week #4:**                      \* Developmental Perspectives and Sexual Behaviors  
*July 25-31, 2016*                \* Atypical Sexual Behavior and Sexual Dysfunctions  
                                      \* Assessment in Sexuality Counseling  
                                      \* Treatment Planning and Interventions in Sexuality Counseling  
                                      \* Female Sexuality: Diagnosis and Counseling Interventions  
                                      \* Male Sexuality: Diagnosis and Counseling Interventions

---

**Week #5:**                      \* Conception and Contraception  
*August 1-7, 2016*                \* Sexually Transmitted Infections/Diseases  
                                      \* Sexual Addictions

---

**Week #6:**                      \* Sex Education across the Lifespan  
*August 8-14, 2016*                \* Sexual Violence and Incest  
                                      \* Special Issues in Counseling and Sexuality  
                                      **\*\*Final Examination Online: August 10-11, 2016**

---

## **Important Dates to Remember**

July 7	Summer I classes begin.
July 11	Last day for late registration and schedule changes.
July 21	Mid-Semester.
August 1	Last day to drop a course or withdraw from the University.
August 10-11	Final Examination available online.
August 11	Media Project is due via email.

# ASSIGNMENTS AND ACTIVITIES

## Participation in Virtual World

This class is being offered as a web-based course. The full experience of this course will take place on Blackboard. We will utilize the new **Collaborate** feature of Blackboard in order to connect with one another for “*real time*” discussions and Q-and-A sessions. Required readings, assignments, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual elements of this course. Participation is evaluated by the instructor on a subjective basis and through Blackboard user statistics available to the Instructor. Participation in the virtual world is worth a total of **50 points** toward your final grade in this course.

I will post audio lectures, lecture notes, articles, video clips, video links, web links, and PowerPoint presentations on Blackboard on a week-by-week basis and you are expected to carefully read, review, and study these documents. Additionally, during the first week of class we will determine the best dates and times for scheduling our twice weekly ninety-minute **Collaborate** class sessions. All **Collaborate** sessions will be recorded and available for review on Blackboard.

Each student is required to maintain a Mindful Counseling Sexuality Blog. This blog will allow students further exploration and discussion of the course topics and personal applications. Students are expected to read and respond to the blog postings of other students. All assignments are due via email **no later** than the dates specified on the course outline. Do not attempt to fax, send, or hand deliver any assignments. Do not post your papers on Blackboard or use the digital drop box. Email all assignments directly to me at [trussell@sulross.edu](mailto:trussell@sulross.edu). I will maintain contact with you via email and Blackboard announcements. Beware that if you do not check your various email addresses on a regular basis, you will miss important information. All announcements originating from Blackboard will only be sent to your Sul Ross email account.

Your routine and regular email correspondence with me is highly encouraged. It is how I know that you are alive, thinking about the course material, and planning on earning a good grade! Moreover, I appreciate students who participate in the “reply all” email discussions which will occur from time to time during the semester. When I receive your email messages and attachments, I will send a confirmation notice to you via return email within two working days. I will rely on email to make special announcements and/or notifications. Please get in the habit of checking your various email accounts regularly each day, including your Sul Ross account. If you are not familiar with navigating Blackboard, or if you have never used the **Collaborate** feature, you will want to contact the technology consultant at your site.

## Distance Education Policy Statement

**The policy on Distance Education at Rio Grande College is as follows:** Students enrolled in distance education courses have equal access to the university's academic support services (such as *Smarthinking*), library resources (such as online databases), and instructional technology support. For more information about accessing these resources, visit the SRSU Rio Grande College website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

## Mindful Counseling Sexuality Blog

All students will create and maintain a **Mindful Counseling Sexuality Blog** on Blackboard. Your blog should document, in detail, your personal reactions to the course information, discussions, readings, and experiences. Blogs should not be used as class critiques, but rather thorough demonstrations of personal awareness and professional understanding. Additionally, you should record your own cognitive and affective responses to class topics, activities, and discussions. One of the most crucial skills for a counselor is to know how to consistently and compassionately get to know herself or himself. This is not altogether easy; especially when it comes to subjects as systematically tabooed as sexuality. The Mindful Counseling Sexuality Blog is intended to support the self-reflective aspect of this class by providing a specific structure. The Blog is yours to use as thoroughly as you wish.

Your blog becomes your "shared journal or diary" regarding your own unique process of self-discovery, what you are learning from others, and how this new learning may play out in the counseling relationship. Additionally, your Blog will provide an avenue for you to interact with the instructor and other students on some highly sensitive and personally intimate issues. The blogs should include at least twice-weekly entries (150-300 words or more per entry) based on the events and experiences of the week's virtual classroom or from stimulus materials and resources encountered on Blackboard. Blog entries must reflect a depth of awareness and introspection characteristic of the higher level thinking strategies of graduate students. Blogs can incorporate thoughts, memories, experiences, feelings, and insights.

On our class Blackboard site you will find the blog forum entitled, **Mindful Counseling Sexuality Blog**. When you open this subheading click on **Create Blog Entry**, this will allow you to create your personal blog for the class. It is important that you keep the same blog throughout the semester. Avoid creating multiple separate posts. After this initial creation of your blog, you should not have to click on create blog entry again. You can modify your blog entries by clicking the down arrow that is beside the title of your blog. By selecting the **Edit** option the blog will allow you to type your weekly responses to classroom experiences and your individual counseling sessions. Remember to add your new entry prior to your previous blog entry; making sure to date and time each entry. When commenting on your fellow student's blogs simply click on the **Comment** button at the bottom of their blog. You are **required** to read and comment on other students' blogs. You are encouraged to respond to the questions and comments of others in the body of your blog, as opposed to posting individual replies to replies.

In your initial blog entry, please tell us a bit about your early *childhood sexual experiences*. This sounds perverted, traumatic and illegal, but fear not. I'm referring to our "normal" developmental encounters with sexual energy and/or sexual attitudes/taboo before we even understand the biological aspects of sexuality. A brief example from my own childhood is when the neighbor girl was babysitting for me and my brother (two years younger than me). Joanie was four years older than me, so I must have been about seven years old, my brother was five, and Joanie was about eleven. Joanie's younger brother was my best friend at the time so of course Brian would come with his sister to babysit. At some point Brian got pissed off at his bossy older sister and he gave her "the bird." I had seen this gesture among adults, but I had never dared use it myself. To stop Joanie from chasing Brian, I asked her, "*What does the middle finger mean? Why is it nasty?*" I can remember her sitting us all down, very formally, on the living room floor so that she could educate us on "nasty things." I was delighted. Joanie began her lecture by saying, "*Since the middle finger is so nasty and horrible it must have something to do with sex. Sex is very nasty. Anytime your mom or dad says that something is nasty, it means that it is about sex.*" I pushed for further information about the role of the middle finger in nasty sex. Joanie expanded on her hypothesis and stated, "*I can tell you what I know, but you won't like it. When two people are doing sex things, one of them puts the middle finger into the bellybutton of the other person.*" I was floored and said, "*I always wondered what the bellybutton was for. This makes sense now.*" We three boys made disgusting facial gestures and said "yuck" and "icky" a lot. Then, armed with this powerful nasty new information, the four of us made a mutual pact that we would never ever try to put our middle fingers in one another's bellybuttons. For years I could bare to touch my bellybutton for fear of getting caught doing "something nasty."

## Objective Final Examination

Students can choose to complete an **Objective Final Examination** or a **Media Project for Professional Counselors**. The exam will be available **August 10-11, 2016**. It will consist of 100 objective (multiple choice and true/false) items. You will have three hours (180 minutes) to complete the 100-item examination. The exam will cover all **Collaborate** discussions and Blackboard materials such as postings, readings, lectures, presentations, and research. It is recommended that students use Chrome as the web browser for taking these exams. Firefox is less error-free than Chrome as a platform for Blackboard. The Final Examination will be worth **100 points** toward your final grade in this course.

## Media Project for Professional Counselors

Students can choose to complete an **Objective Final Examination** or a **Media Project for Professional Counselors**. The Media Project is a PowerPoint or multimedia presentation is created as a valuable counseling resource or tool for professional counselors in various work settings. Students are expected to research and create a self-contained presentation (with audio narrative) on a topic directly related to counseling and sexuality. The Media Project is due on or before **August 11, 2016**, and is worth a total of **100 points** toward your final grade in this class.

In an effort to assist you in pacing your progress toward successful completion of the **Media Project**, you must obtain my approval of your topic. Your selected topic must be highly relevant to our geographic location and service population. Obviously, you are limited to topics that are directly related to sexuality in counseling and sex therapy. The Media Project will be evaluated on the following criteria:

- Includes thorough and valuable audio components (**20 Points**)
- Demonstrates creativity and originality in counseling/sexuality (**30 Points**)
- Utilizes informative and relevant content (**30 Points**)
- Serves as a valuable resource/tool for counselors in various work settings (**20 Points**)

## Student Learning Outcomes for Counseling Program

**Statement of Purpose:** The Master of Education (M.Ed.) in Counseling serves two primary purposes. First, students are prepared to successfully pass the *Texas Examination for Educator Standards (TExES)* for school counseling so that they can earn the certification required to serve as professional counselors in educational settings. The second purpose is to prepare students to successfully pass the *National Counselor Examination (NCE)* so that they can earn counselor licensure (LPC) in the State of Texas.

**Student Learning Outcome #1:** The student counselor will demonstrate an understanding of traditional and contemporary counseling theories.

**Student Learning Outcome #2:** The student counselor will utilize appropriate counseling interventions and strategies in individual and small group counseling.

**Student Learning Outcome #3:** The student counselor will understand basic principles related to standardized counseling assessments.

## Professional Counseling Identity and Behavior

The **Counseling Program** of Rio Grande College is a professional graduate program designed to meet the standards for Texas school counselor certification and professional state licensure. The **Counseling Program** does not train students for specific job descriptions, but rather provides a comprehensive preparation meeting the national and state standards of professional knowledge and skill in Counseling. The **Counseling Program** has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in Counseling, some students discover (or faculty may advise) that they are not appropriate for the Counseling field, nor is the field of Counseling appropriate for them. Faculty of the **Counseling Program** will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

It is the personal and professional responsibility of each and every graduate student in the **Counseling Program** of Rio Grande College to be familiar with the most current issue of the **Counseling Program Handbook**. This document details and describes all aspects of the **Counseling Program**, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling.

Unethical behavior (as defined by the **Code of Ethics and Standards of Practice** of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all Counseling courses. Failure to maintain professionalism is considered unethical behavior.

## Accessibility and Safe Learning Environment

The Counseling Program of Rio Grande College is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law.

The Counseling Program of Rio Grande College supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The Counseling Program is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services (830-758-5006) in Eagle Pass, Texas. Services available to all students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
  - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
  - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
  - c. A description of the current functional impact/limitations of the disability.
  - d. Treatments, medications, assistive devices/services currently prescribed or used.
  - e. A description of the expected progression or stability of the disability over time.
  - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis.

Recommendations for accommodation are helpful and will be given due consideration. If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this

procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws.