

Counseling Program

Counseling and Human Sexuality

EDUC 6364

3 semester credit hours

Spring Semester 2021



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Counseling Program Web Page: <https://www.sulross.edu/page/4849/master-education-counseling>

Course Purpose: 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 Description: Sexuality is the most vital element 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 expressions. Compassionate and effective counselors must fully understand their own sexual attitudes, beliefs, assumptions, and biases in order to bring authenticity and congruence to the therapeutic relationship. Students will identify and assess their own sexual development, experiences, beliefs, and prejudices and examine how these consciously and unconsciously impact 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.

Course Goal: There are two major goals for this course. Personal acceptance of and comfort with client content that is sexual in nature. The foundation of an emotionally healthy counselor is sexual self-awareness and self-care. Consequently, one goal is to enable and empower students to courageously lean into and embrace, not only sexual content in the counseling session, but also one's personal sexual self-concept. The development of knowledge and skills in the area of counseling and human sexuality informs and influences the student's own evolving integrated personal approach to counseling. Therefore, the second major goal of this course is to familiarize students with the information necessary for accepting and conceptualizing sexual narratives that will arise in the counseling relationship and employing appropriate sex therapy interventions.

Student Learning Objectives: Upon successfully completing this course students will:

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

1. Identify and assess personal attitudes, beliefs, and assumptions about human sexual behaviors.

***Evaluation Method:** Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom and the Counseling and Sexuality Blog.*

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.

***Evaluation Method:** Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom and the Counseling and 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.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, the Sexual Self-Analysis, and the Final Examination.

4. Identify and describe the legal and ethical issues of sexuality counseling, ethical decision-making models, and the relevant ethical standards.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, and the Final Examination.

5. Explain and discuss human sexual development and individual sexual uniqueness from an integrated biological-psychological-sociocultural perspective.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, the Sexual Self-Analysis, and the Final Examination.

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.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, the Sexual Self-Analysis, and the Final Examination.

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).

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, the Sexual Self-Analysis, and the Final Examination.

8. Demonstrate knowledge of sexually transmitted diseases and the clinical and/or counseling implications of the diseases.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, and the Final Examination.

9. Assess and analyze the sexual themes, issues, and problems expressed by clients implicitly and/or explicitly.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, the Sexual Self-Analysis, and the Final Examination.

10. Design a counseling treatment plan that addresses the relevant sexual issues and the appropriate professional course of action.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, the Sexual Self-Analysis, and the Final Examination.

11. Apply and practice culturally relevant counseling strategies and techniques for resolving sexual problems.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, the Sexual Self-Analysis, and the Final Examination.

12. Evaluate the short-term and long-term effectiveness of the counseling treatment plan, as well as specific counseling interventions.

Evaluation Method: Assessment of this objective will be conducted through instructor observation of student participation in the virtual classroom, the Counseling and Sexuality Blog, the Sexual Self-Analysis, and the Final Examination.

Goals of the Counseling Program: The faculty members of the Counseling Program strive toward achievement of the following programmatic and training goals:

- Develop and maintain a curriculum based on current knowledge and empirical research concerning the counseling and human development needs of a bicultural and bilingual society with its own vast diversity.
- Challenge and support the student's and the faculty member's growth in human understanding, personal dignity, mindfulness, ethnic identity, and productive interpersonal interactions on all levels.
- Preserve and promote the ongoing examination of the interplay between culture-specific knowledge and counseling effectiveness.
- Achieve and sustain excellence as a counselor preparation program as defined by state and national accreditation and credentialing standards, as well as unique regional cultural and linguistic characteristics.
- Plan and provide excellent instruction, role-modeling, supervision and advisement.
- Devise and participate in relevant research, scholarly contributions, and community service that benefit students, families, and the communities of South Texas.
- Organize and facilitate professional collaboration and networking between current graduate students in the Counseling Program and alumni who serve as counseling professionals in South Texas.

Counseling Program Student Learning Outcomes: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ① Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ① Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- ① Comprehend the role and function of the counselor in a variety of work settings.
- ① Know and apply the professional standards of practice and the relevant code of ethics.
- ① Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ① Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ① Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ① Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ① Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Proficiencies for Counselors: Proficiencies that students must master in this course are derived from two sources: the *State of Texas Standards Required for the School Counselor Certificate* (§239.15) and the *Council for the Accreditation of Counseling and Related Educational Programs* (CACREP).

The following school counselor certification standards (TAC §239.15) are addressed in this course:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (2) counseling and consultation theories and practices
- (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling
- (7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs
- (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles
- (11) techniques and behavioral interventions to assist teachers with classroom management;
- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students
- (14) counseling-related research techniques and practices
- (16) how cultural factors and group membership impact individual students
- (19) an understanding of systems, including family dynamics and school environments

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students
- (9) use counseling-related research techniques and evidence-based practices to address student needs

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles
- (4) take a positive, strength-based approach that builds on commonalities versus differences in all learners
- (5) understand how environment and behavior may impact or influence individual learners
- (7) understand how family values, group membership, and culture intersect

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression
- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community
- (9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners
- (11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards
- (4) apply research-based practice to improve the school guidance and counseling program
- (5) engage in ongoing professional development to improve the school guidance and counseling program

The following **CACREP Common Core** standards are addressed in this course:

Professional Counseling Orientation and Ethical Practice

- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role

Social and Cultural Diversity

- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- g. the impact of spiritual beliefs on clients' and counselors' worldviews

Human Growth and Development

- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Career Development

- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

Counseling and Helping Relationships

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- n. processes for aiding students in developing a personal model of counseling

Group Counseling and Group Work

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development

Assessment and Testing

- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse

Research and Program Evaluation

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- e. evaluation of counseling interventions and programs
- g. designs used in research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Counseling Program Marketable Skills: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

1. The Master of Education Counseling student will demonstrate analytical and critical thinking skills.
2. The Master of Education Counseling student will demonstrate empathy and listening skills.
3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling; and the faculty present and discuss these skills online or in-class with students. Each marketable skill includes consideration of the cultural influences on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in *Multiculturalism and Diversity in Counseling* (EDUC 6318) and *Bilingual and Bicultural Counseling* (EDUC 6340). Reflective writing or research assignments will be emphasized in all counseling classes with specialized research focus in the following graduate courses: *Research Methodology* (EDUC 5301), *Psychopathology* (EDUC 6319), *Substance Use, Abuse and Addiction* (EDUC 6320), and *Counseling and the Neurosciences* (EDUC 6350).

Readings: There are no specific required texts for this course. However, students will be expected to read the articles, chapters and counseling resources available on Blackboard. Furthermore, students are encouraged to access and utilize professional books, guides, journal articles and practice materials available through the university library (online) and the Internet. Counselors are able to interact more effectively with their personal and professional environments; they are able to respond rather than react to client disclosure of a sexual nature; they are more effective communicators professionally and personally; and they are more creative and effective agents of client-desired change.

Class Sessions: This class will meet via Zoom on **Wednesdays from 4:30 pm to 6:45 pm**. In order to avoid scheduling conflicts among the courses in the Counseling Program, my courses are always scheduled for Mondays and Wednesdays. Therefore, I need to accommodate the scheduling of five graduate courses to two evenings of the week. All Wednesday evening sessions will be video recorded and made available to students on our class Blackboard site. Students will be able to use the recordings for review of course content. All class sessions will be scheduled on the Zoom platform. In advance of each Wednesday's class meeting, students will be emailed the Zoom connectivity information. Students do not need to install any particular software in order to fully utilize the Zoom platform or the Collaborate feature of Blackboard.

Course Requirements and Grading:

*attendance and participation in virtual class sessions	50 points
*counseling and sexuality blog	50 points
*sexual self-analysis	100 points
*final objective examination	100 points

Course Grading Scale: According to the above requirements, there are 300 total points possible on which your final course grade will be based. A final point total of 270 or greater will earn you a final grade of A, a total of 230-269 will be a final grade of B, and a total of 200-229 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, TASKS & ASSIGNMENTS DUE
January 13	*Introductions *Course Overview and Expectations **Introduction and Overview
January 18	**Martin Luther King, Jr. Holiday: No Class!
January 20	* Personal Experiences and Perspectives on Sexuality * Familial and Sociocultural Influences on Sexuality * Clinical Comfort and Mindful Empathy in Sexual Counseling **Review and Discussion of Course Syllabus
January 27	* Female Sexual Anatomy and Physiology * Male Sexual Anatomy and Physiology * Anatomical Sexual Assignment: A Continuum
February 3	* Gender-Role Development and Gender-Role Stereotypes * Gender Identification: A Continuum
February 10	* Sexual Arousal and Response Cycle * Correlates and Disparities with the DSM-5 * Sex, Love and Intimate Relationships * Sexual Orientation: A Continuum
February 17	*Society, Culture and Sexual Orientation * Developmental Perspectives and Sexual Behaviors * Atypical Sexual Behavior and Sexual Dysfunctions
February 24	* Assessment in Sexuality Counseling * Treatment Planning and Interventions in Sexuality Counseling
March 3	* Female Sexuality: Diagnosis and Counseling Interventions * Male Sexuality: Diagnosis and Counseling Interventions

March 8-12	**Spring Break: No Class Meeting
March 17	* Conception and Contraception * Counseling for Conception and Contraception
March 24	* Sexually Transmitted Infections and Diseases * Counseling and STI's (STD's)
March 31	* Sexual Addictions * Counseling and Sexual Addictions * Problematic Sexual Behavior * Counseling and Problematic Sexual Behavior
April 7	* Sex Education across the Lifespan * Assessment, Diagnosis and Treatment Planning
April 14	* Sexual Violence and Incest * Family Boundaries and Sexual Abuse * Counseling and Sexual Abuse **Due: Sexual Self-Analysis
April 21	* Reframing and Re-Experiencing Sexuality * Self-Assessment of Courageous Comfort with Content * Sexual Self-Analysis and Awareness
April 28	* Specific Applications and Issues of Sex Therapy * Special Issues in Counseling and Human Sexuality **Objective Final Examination: Available Online 4/28/21 – 5/4/21
May 5	* Last Class Session * Special Issues in Counseling and Sexuality **Objective Final Examination: Available Online 4/28/21 – 5/4/21 **Due by 5/6/21: Completion of Counseling and Sexuality Blog

Remember these important dates:

January 13	First class session on Zoom
January 14	Last day for late registration and schedule changes
January 18	<i>Martin Luther King, Jr. holiday</i>
January 27	Last day to drop the course without creating academic record
February 15	Deadline to apply for Comprehensive Oral Examination
March 8-12	<i>Spring Break: No Classes</i>
April 1	Last day to drop a course or withdraw from University
April 2	<i>Good Friday holiday</i>
April 14	Sexual Self-Analysis
April 28-May 4	Final Examination available on Blackboard
May 5	Last class meeting
May 6	Counseling and Sexuality Blog
May 8	Spring Commencement TBA at 3:30 pm

****These dates are subject to change in accordance with pandemic safety precautions.**

Assignments and Activities

Attendance and Participation: This class is being offered as an *enhanced web-based course*. Participation in the virtual world is worth a total of 50 points toward your final grade in this course. The format for this course is non-traditional and experiential. Enhanced web-based courses regularly use the Collaborate Ultra feature of Blackboard or the Zoom platform online. During the spring semester of 2021 regular class sessions will be conducted on Zoom in *real time* on Wednesday evenings from 4:30 p.m. to 6:45 p.m. If you do not have reliable Internet service you will want to simultaneously connect via the link and the telephone. This will help ensure that you remain connected to the class even when your Internet “*freezes, fails or fucks up.*” All Wednesday night class meetings will be recorded and available to students on our class Blackboard site for review and practice. As with all virtual learning platforms, students can participate in the class meetings from home, office, or the corner coffee bar. Blackboard Collaborate Ultra is a simple, convenient, and reliable web conferencing feature created especially for graduate education and training. Collaborate and Zoom both facilitate learning experience, regardless of the student’s actual physical location or digital device. Relevant and required readings, resources and learning materials are all made available to students on the class Blackboard site. The instructors will strive to maintain an experiential focus.

Confidential and Supportive Discourse and Discussion: A rich and valuable component of learning about human sexuality and its role in the counseling relationship and therapeutic setting is having the opportunity to share experiences with each other in a safe and trusting “*container.*” The following guidelines can help ensure a powerful learning experience for all.

- ☞ Appropriate themes include the joys, difficulties, and insights experienced in meditation practice and the multitude of ways to bring mindfulness alive in relationships, work and daily life.
- ☞ Participants should feel free to share at any time but will not be obligated to do so.
- ☞ Be comfortable with silence and pauses; slowing down can promote awareness of what is arising within.
- ☞ Speak about what’s alive for you in this moment, from your heart and your own direct experience.
- ☞ Listen deeply to the speaker, noticing what arises within you as you listen – and what arises as you speak.
- ☞ Refrain from offering unsolicited advice and at all times honor unconditional confidentiality.

Counseling and Sexuality Blog: All students will create and maintain a *Counseling and 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 *Counseling and Sexuality Blog* is intended to support the self-reflective aspect of this class by providing a specific structure. You are free to use some of the stimulus questions included in the directions for the Sexual Self-Analysis as stimuli for crafting your blog posts. The blog posts should be based on the events and experiences of that week's class as well as your own personal thoughts, beliefs, feelings and experiences. Each entry must be comprehensive, insightful, and analytically introspective; and also personal and reflective. On our class Blackboard site there is a blog space entitled, *Counseling and Sexuality Blog*. You must title this blog entry with your first and last name (e.g., Mark Smith) like *Todd Russell's Sexuality Blog*. Your initial entry must start with the date, and then followed by your observations and awareness. When you return to the blog space for your second, third and fourth (and so on and so forth) entries, you will simply edit your existing blog entry by clicking the gray down-arrow and selecting "Edit." Begin the subsequent entries by first posting the date (e.g., February 1, 2021) and then your comments. You must make at least two substantive entries (300-500 words) per week, and all entries should be thorough, insightful and dynamic. Maintaining an active and current *Counseling and Sexuality Blog* is worth a total of 50 points possible toward your final grade in this course. All blogs must be finalized by Thursday, May 6, 2021. At various points throughout the semester, the instructors will provide feedback regarding the content and depth of the mindful practice blog entries. In your initial blog entry, please tell us about your current familiarity with counseling and sexuality, and your expectations for this class and your continued professional growth and development. The primary objective of the *Counseling and Sexuality Blog* is to serve as a journal or record of your personal insights, awarenesses, fears, successes, and experiences throughout the semester.

Objective Final Examination: Students will be expected to satisfactorily complete a 100-point objective final examination that is based on the readings (posted articles and handouts), resources, lectures, presentations, discussions and class experiences. The examination items will expect you to integrate course content with the readings and will consist of one hundred objective items (multiple-choice and true/false). The final examination will be available on Blackboard from Wednesday, April 28, 2021 through Tuesday, May 4, 2021 at 11:00 p.m. This examination is worth a total of 100 points toward your final grade in the course.

Sexual Self-Analysis: Writing your Sexual Self-Analysis is an unusual assignment that counseling students consistently rate the most helpful and important exercise they have ever done. This project gives you the opportunity to look at your growth as a sexual person from your childhood to the present. For most students, this is the first time that they have written about their lives from this standpoint. The important point about this paper is for you to be as honest as you can with yourself about your life, both past and present. Being honest with yourself is crucial to the effectiveness of the genuine counselor. This assignment is highly confidential and will only be read by the instructors. You must describe important events and then analyze these events from a counseling psychological perspective. You can include thoughts, feelings, behaviors, and values. The Sexual Self-Analysis, due on April 14, 2021, is worth 100 points possible toward your final grade in the course. Further instructions will be available later in the semester.

Professional Counseling Identity and Behavior: In registering for classes in the Counseling Program at Rio Grande College, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, contributing to class discussions, and fully participating in all experiential learning activities. Counseling faculty members maintain specific attendance and participation requirements for each particular class. Faculty members may impose academic penalties upon absences from some classes and/or experiences; however, such penalties for absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office. The Counseling Program expects graduate students to demonstrate the following characteristics and attitudes at all times inside and outside the classroom:

- ⊙ **Commitment** to professional identity as a counselor, investment, advocacy, collaboration, and interpersonal competence
- ⊙ **Openness** to ideas, learning, change, giving and receiving feedback, others, and self-development
- ⊙ **Respect** to self and others, including honoring diversity, self-care, and personal wellness
- ⊙ **Integrity** demonstrated through personal responsibility, maturity, honesty, courage, and congruence
- ⊙ **Self-awareness** modeled through humility, self-reflection, and understanding of context

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. The *Counseling Program Handbook* 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. 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 and/or the field of counseling is not 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.

Unethical behavior (as defined by the *Code of Ethics* 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. The Counseling Program emphasizes professional, personal, and academic development as essential in counselor education and training. Students must not only excel academically but must adhere to the professional and ethical standards of the profession, demonstrate effective counseling skills and competencies, and focus on their own personal development as it impacts their ability to work effectively and ethically as counseling professionals. Counseling students are expected to attend to their own social and emotional development through extensive self-reflection and mindfulness. They must be open to new and divergent ideas, prepared to examine their own values and assumptions, ready to recognize their own prejudices and biases, willing to be present in the moment with highly uncomfortable (painful) emotions that initially evoke the “*fight-flight-freeze*” hijacking of the primitive limbic system, able to receive critical feedback in the company of peers with an open mind and a tender heart, and capable of engaging in personal growth and transformation. At times this will involve examining one’s own life experiences while creating space and understanding for one’s inner demons and emotional obstacles to personal growth. Willingness to do this important personal work is an integral part of any counselor’s professional training. Therefore, graduation from the Counseling Program requires that students successfully complete the academic and experiential requirements with mindful regard to both professional and personal development. Students must, in the professional judgment of the faculty and supervisors, understand and behave in accordance with the professional standards of behavior, meet the requisite counseling competencies and skills to work as an effective professional counselor, and be free from any psychological or emotional impairment that may act as a barrier to effective interpersonal and therapeutic interventions. Throughout the counseling course work and the practical experiences, the faculty members regularly review student progress on the following basic qualities:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation
- Development of professional skills and competencies
- Psychological functioning and mindful self-management

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 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 SRSU 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. Students with disabilities are provided assistance in gaining opportunities for full participation in programs, services and activities. The Coordinator of Student Services is located in Uvalde. 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 SRSU 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 SRSU 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 (Coordinator of Student Services). The student should submit:

- A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
- Information about the results of previous efforts in the relevant area (transcripts, etc.); and
- 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 diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
- A description of the diagnostic criteria and/or diagnostic test(s) used.
- A description of the current functional impact/limitations of the disability.
- Treatments, medications, assistive devices/services currently prescribed or used.
- A description of the expected progression or stability of the disability over time.
- The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnoses.

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.

Distance Education Statement: Due to the conditions and restrictions associated with the COVID-19 pandemic, the experiential learning and skill development of *Mindfulness-Based Approaches to Counseling* (EDUC 6344) will take place on Blackboard, Collaborate Ultra, Zoom and Google platforms. Required readings, assignments, blogs, 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 aspect of this course. The policy on Distance Education at Sul Ross State University is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU 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 SRSU 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.