Course Information:

COUN 5399.001: Independent Study: Sex Therapy
Fall 2017
Location: TBA

Instructor Information:

Dr. Christine D. McNichols
Office Hours: If you would like to make an appointment with me please email to set up a time to meet.
Telephone: 903-566-7130 (office)
Email: cmcnichols@uttyler.edu
(Note: Email is the best way to contact the instructor. Please include your name and the subject of the email in the subject line)

Course Catalogue Description

Independent study in specific areas of psychology not covered by organized graduate courses. A maximum of six credit hours of independent study courses may be applied toward a graduate degree. Prerequisite: Consent of advisor.

Student Learning Outcomes and Assessments

Upon completing this course, students will be able to do the following:
1. Articulate a fundamental understanding of the role of sex in relationship functioning.
2. Describe how sexual problems develop, are maintained, and are resolved.
3. Articulate the importance of a systems perspective in sex therapy
4. Describe how concerns related to sex can be treated in couples counseling
5. Understand the importance of approaching sex therapy from a multicultural perspective

CACREP Core Objectives:

1. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications; (II.G.1.b)
2. self-care strategies appropriate to the counselor role; (II.G.1.d)
3. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (II.G.1.j)
4. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (II.G.2.d)
5. attitudes, beliefs, understandings, and acculturative experiences, including
   specific experiential learning activities designed to foster students understanding of self and
culturally diverse clients (II.G.2.b)
6. theories and models of individual, cultural, couple, family, and community
   resilience; (II.G.3.b)
7. an orientation to wellness and prevention as desired counseling goals; (II.G.5.a)
8. counselor characteristics and behaviors that influence helping processes; (II.G.5.b)
9. essential interviewing and counseling skills; (II.G.5.c)
10. a systems perspective that provides an understanding of family and other systems theories
and major models of family and related interventions; (II.G.5.e)

Clinical Mental Health Counseling Standards

1. Understands ethical and legal considerations specifically related to the practice of clinical
mental health counseling. (III.A.2)
2. Understands the roles and functions of clinical mental health counselors in various practice
settings and the importance of relationships between counselors and other professionals,
including interdisciplinary treatment teams. (III.A.3)
3. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression
on one’s own life and career and those of the client. (III.E.2)
4. Demonstrates the ability to modify counseling systems, theories, techniques, and
interventions to make them culturally appropriate for diverse populations (III.F.3)
5. Demonstrates appropriate use of culturally responsive individual, couple, family,
group, and systems modalities for initiating, maintaining, and terminating
   counseling. (II.D.5)
6. Understands the implications of concepts such as internalized oppression and
institutional racism, as well as the historical and current political climate
   regarding immigration, poverty, and welfare. (II.E.5)

Major Student Activities

1. Read assigned materials and submit weekly summaries of readings to instructor. Please
submit summaries via email.
2. Complete a final paper. Please see attached handout for more details.

Evaluation and Grading

   Active Participation                                      10
   Weekly Reading Summaries                                40
   Final Paper                                              50

Total points                                               100

You will be evaluated on a 100-point scale. The total number of points you earn will determine
your grade.
90-100 points= A
80-89 points= B
70-79 points=C
60-69 points=D
Below 60 points=F

Teaching Strategies
Discussion of readings with instructor

Required Text:
Buehler, S. (2017). *What every mental health professional needs to know about sex (2nd ed.)*.
New Youk, NY: Springer Publishing.

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE POLICIES

Attendance/ Participation
Student is expected to actively participate in reading assignments and discussion.

Assignments
All written assignments must reflect graduate level presentation, including APA format, correct spelling and appropriate punctuation and grammar. Point deductions will be taken for errors in writing skills and APA style.

The Purdue University OWL writing lab located at [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/) is a useful resource for writing help and APA formatting.

Please talk with the professor if you are having problems (sooner rather than later).

Late Policy
Written work will be considered late if not submitted via Blackboard on the date specified. Late work will result in a reduction of points received (10% per day past the due date).

Cheating/ Plagiarism
Students are strongly recommended to read the *Manual of Student Policies and Procedures for Student Affairs: Chapter 8- Student Conduct and Discipline* especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the manual will be strictly enforced.

Diversity
Case studies and other examples inherent in this course will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**DEPARTMENTAL POLICIES**

**Informed Consent Statement for Counseling Courses**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.

- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.

- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2005).

- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
· It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

**University Policies**

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
Student Accessibility and Resources
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

**UT Tyler Honor Code**
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

UT Tyler Resources for Students
• UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
• UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
• The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
• UT Tyler Counseling Center (903.566.7254)

College of Education and Psychology Mission Statement:

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement:

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.
Tentative Course Outline COUN 5399: Independent Study: Sex Therapy

Oct.  20  Midterm- Please submit chapter summaries for chapters (1-10); *Please note that you may submit these summaries as they are ready before this date.*

Dec.  1   Final Paper Due

Dec.  8   Final- Please submit chapter summaries for chapters (11-21). *Please note that you may submit these summaries as they are ready before this date.*
COUN 5399: Independent Study: Sex Therapy

Final Paper

Please choose a topic of interest related to sex therapy to research. Some examples may be:

- Common sexual disorders and treatments
- Sex therapy for transgender individuals or couples
- Same sex sexual health and therapy
- Sexual identity development

Please review your topic with the instructor prior to beginning. Once you have found what you would like to research conduct a literature review on your topic by reviewing foundational and current articles. One excellent way to find this literature is to look in the Marriage and Family journals put out by AAMFT or the Counseling journals put out by ACA.

Within your paper please explore and discuss:

- Major theories related to topic
- Major contributors to the research on the topic
- Current and updated research on the topic
- Current and future trends
- Multicultural considerations
- Areas for additional research
- How you will use this information in your work as a counselor

The paper should be no less than 15 pages in length and include at least 10 references, not including your textbook.

The paper should be written in APA 6 style and format. A clear thesis statement should appear near the beginning of the paper. Your paper must also consist of an introduction, body paragraphs, and a conclusion. Make sure to also include correct citations within your text and a reference page.

Your paper will be graded on the thoroughness of your discussion and research on the topic, inclusion of all necessary components, writing style, organization, grammar, and spelling.