

**REGIS**   
**U N I V E R S I T Y**  
**School for Professional Studies**  
**GRADUATE PROGRAMS**  
**Counseling Program**

**Gender Development and Sexuality in Counseling**  
**MCPY617**

**Course Description:** Explores the physical, psychological, social, cultural, and ethical aspects of human sexuality and gender development. Male and female gender roles, sexual expression, sexual misconceptions, variations in gendered or sexual behavior, and common sexual and relationship concerns are applied to theories and techniques of sexuality counseling. (3 credits) NOTE: MACP Program students only. Prerequisite(s): MCPY 635.

**Course Objectives:**

1. To become more comfortable and accepting of one's and others' sexuality.
2. To understand the influence and effect of feminism, women's studies, and gender studies on counseling.
3. To increase awareness of the variety of human sexual and gender expression.
4. To develop a working knowledge of treatment approaches that are informed by gender aware theories.
5. To become familiar with the research findings and limitations in the area of sexuality counseling.
6. To understand the application and integration of sexuality counseling techniques within a broader therapeutic context.

**Course Requirements:**

1. Attendance and appropriate class participation (e.g., role plays, case studies)
2. Case Conceptualization (due 7/6/08)
3. Group Project (due 8/2/08)
4. Annotated bibliography including five research articles (due 8/16/08)
5. Creative Project (due 6/1/08)
6. Sexual history interview, tape and critique (due 8/16/08)
7. Read the texts as assigned prior to class meetings and be prepared to discuss

**Note to the Student:** Material discussed in this class (videotapes included) are to be considered sexually explicit. Any student who is uncomfortable with explicit and detailed discussions of sexual issues, attitudes, behaviors, and practices should frankly consider whether participation in this course is appropriate for them at this time. Class discussion can be enhanced by appropriate self-disclosure. Each student is reminded that he or she bears the responsibility for the level and content of his or her self-disclosure and that such self-disclosure has no bearing on one's final grade.

**Teaching Method:**

The teaching methods for this course will include didactic lecture, audio-visual material, interactive small and large group activities and discussions, role-plays, student presentations, and guest speakers.

**Grading:**

This course is letter graded. A = 90% -100%, B = 89-80%, C = 79-70 %, D = 69-60%, Below 59% = F.

<b>Requirement</b>	<b>Weight</b>
Attendance and Participation	10%
Case Conceptualization (7/6/08)	20%
Creative Project (6/1/08)	20%
Sex History (8/16/08)	20%
Group Project (8/2/08)	20%
Annotated Bibliography (8/16/08)	10%

**Required Texts:**

Schwartz, P., & Rutter, V. (1998). *The Gender of Sexuality*. New York: Alta Mira.

McGoldrick, M., Anderson, C. M., & Walsh, F. (1991). *Women in Families: A Framework for Family Therapy*. New York: W W Norton.

Book chapters and journal articles on e-reserve.

**Recommended Texts:**

Bass, E. & Davis, L. (1988). *The courage to heal*. New York: Harper & Row.

Carnes, Patrick (1992). *Don't call it love: Recovery from sexual addiction*. MPLS: Comp Care.

Carotenuto, A. (1989). *Eros and Pathos: Shades of Love and Suffering*. Toronto, Canada: Inner City Books.

Charlton, R. S. *Treating Sexual Disorders* ISBN 0787903116

Gil, Eliana (1988). *Treatment of adult survivors of childhood abuse*. Royal Oak, MI: Self-Esteem Shop

Gilbert, L. A., & Scher, M. (1999). *Gender and Sex in Counseling and Psychotherapy*. Boston: Allyn & Bacon.

- Johnson, R. A. (1983). *We: Understanding the psychology of romantic love*. San Francisco: Harper.
- Kaplan, Helen Singer (1995). *The sexual desire disorders*. New York: Brunner/Mazel.
- Kaplan, Helen Singer (1987). *Illustrated manual of sex therapy*. New York: Brunner/Mazel.
- Kaplan, H. S. (1974). *The New Sex Therapy*. New York: Brunner/Mazel
- Kimmel, M. S. (2006). *Manhood in America: A Cultural History*. 2<sup>nd</sup> ed. New York: Oxford.
- Lew, M. (1990). *Victims no longer: men recovering from incest and other sexual child abuse*. New York: Harper & Row.
- Madanes, C. (1990). *Sex, love and violence*. New York: W.W. Norton
- Michael, Robert T. et al., (1994). *Sex in America - a definitive survey*. New York: Little, Brown.
- Pittman, F. (1989). *Private Lies: Infidelity & the betrayal of intimacy*. New York: Norton.
- Schnarch, David (1997). *Passionate Marriage*. New York: W.W. Norton.

### **Requirements of Each Class Activity**

#### **Case Conceptualization:**

Utilize a gender aware approach to conceptualize the presenting problems and preferred course of treatment for two case vignettes provided by the instructor. Write a brief (3-5 page) paper discussing your conceptualization and treatment plan for each case. Use APA style referencing.

#### **Annotated Bibliography:**

Complete an annotated bibliography of your readings for this semester. Include readings from your textbook, supplemental readings, and journal articles.

- 850+ pages read to earn an A
- 700 – 849 pages read to earn a B
- 600 – 699 pages read to earn a C

#### **Creative Project:**

This is an opportunity for you to get personally involved in an area of sexuality that you have not experienced. Some suggestions include:

1. Interview a religious professional (minister, priest, rabbi, etc.) regarding his or her denomination's involvement in sex education.
2. Involve yourself in the Colorado AIDS Project.
3. Interview a transgendered person.
4. Interview a gay, lesbian or bisexual person.
5. Visit an adult book or video store.
6. Submit to HIV testing

Write a two-page reaction paper regarding your experience while completing this project. Include both your personal and professional reactions. This paper must be typed and double-spaced.

### **Sex History:**

Each student will select a partner from class with whom he or she will conduct a sex history interview based on the format discussed in class. This activity is provided to allow student the experience of discussing personal sexual matters with another person. Students in the role of therapist during the sex history will be evaluated on their ability and ease discussing sexual topics with the “client”. Students in the role of “clients” may choose to share their own information or fictional information. No student is expected to disclose any information that makes him/her uncomfortable. Each student will video tape the interview and verify that the recording can be understood at playback, inaudible tapes will not be accepted. Turn in the audible tape and a two-page critique and reaction paper to the process (likes/dislikes, what was difficult, usefulness, etc.)

### **Group Project & Presentation:**

This project consists of a demonstration of the appropriate steps and procedures used in counseling a couple with a specific sexual dissatisfaction. In triads, each member takes a turn role-playing the couple (see case study) seeking help with a particular sexual dissatisfaction. Each student will also play the role of therapist for a 15-minute segment of one of the following sessions:

1. Introduction & Structure of Sexuality Counseling
2. Sensate Focus Instruction
3. Specific Dissatisfaction Instruction (Prolong Ejaculation or Orgasmic Bridge)

Each group member will submit a 1-2 page outline of his/her entire (50-minute) particular session highlighting the essential points. The presentation/role-play will be one hour long, which will consist of a 15-minute segment of each of the different sessions. You may videotape this presentation, or perform it live for the class. You will be graded on the outline (40%), and your individual therapy segment (60%). A grade reduction will be given for lack of participation as a group member. Evaluation on the demonstration segment will include:

- Setting a comfortable atmosphere
- Setting a comfortable pace
- Providing clear instruction/explanation
- Using correct terminology/comfort with topic/understanding & knowledge of topic
- Responsiveness to the couple/pick up on non-verbal cues
- Responsiveness to questions/show empathy and give appropriate response

## Course Calendar

Before 1<sup>st</sup> Class

**Discussion questions:**

Why the focus on feminist writings in this course?  
What does society portray as being masculine or feminine?  
How do I learn about gender in my daily life?

**Reading assignment:**

McGoldrick ch 5  
Schwartz ch 1

First Weekend

Gender Development in Family Therapy and Counseling  
Post-Modern Approaches to Gender and Sexuality

**Discussion questions:**

To what extent do counseling theories and interventions reflect a gender bias?  
What gender messages did you receive from your family of origin, religious tradition, and daily exposure to media?

**Reading assignment:**

McGoldrick ch 1, 2, 4, & 21  
Kimmel, M. S. (2006). *Manhood in America: A cultural history*. New York: Oxford University Press.  
Chapter on e-reserve.  
Nock, S. L. (1998). *Marriage in men's lives*. New York: Oxford University Press. Chapter on e-reserve.  
Jacobsen, J. P. (2006). Men's issues in development. In I. Bannon & M. C. Correia (Eds.) *The other half of gender: Men's issues in development*. Washington, DC: The World Bank. Chapter on e-reserve.

Via email

**Creative Project DUE**

Second Weekend

Gender Aware Counseling Approaches

**Discussion question:**

How does gender affect the therapist-client relationship? (consider credibility, communication, power, support, etc.)

**Reading assignment:**

McGoldrick ch 14, 17, & 18  
Evans, K. M., Kincade, E. A., Marbley, A. F., & Seem, S. R. (2005). Feminism and feminist therapy: Lessons from the past and hopes for the future. *Journal of Counseling & Development*, 83, 269-277. On e-reserve  
Kees, N. L., Carlson, L. A., Parmley, R., Dahlen, P., Evans, K., Marbley, A. F., Rozdzial, M., Seem, S. R., & Snyder, B. (2005). Women and counseling: A vision for the future. *Journal of Counseling &*

- Development*, 83, 381-383. On e-reserve
- Knudson-Martin, C., & Laughlin, M. J. (2005). Gender and sexual orientation in family therapy: Toward a postgender approach. *Family Relations*, 54, 101-115. On e-reserve
- Good, G. E., Gilbert, L. A., & Scher, M. (1990). Gender aware therapy: A synthesis of feminist therapy and knowledge about gender. *Journal of Counseling & Development*, 68, 376-380. On e-reserve
- Forrest, A., & Steigerwald, F. (2004). An examination of gender and ethics in family counseling: A case study approach – Part 1. *The Family Journal*, 12, 174-176. On e-reserve
- Steigerwald, F., & Forrest, A. (2004). An Examination of gender and ethics in family counseling – Part 2: A case study approach using a social constructivism model of ethical decision making. *The Family Journal*, 12, 278-281. On e-reserve

Via email

### **Case Conceptualization DUE**

Third Weekend

Intro to Human Sexuality & Sexuality Counseling  
Sexual Disorders and Treatments

#### **Discussion questions:**

What have you learned is “normal” sexual expression?  
What is your comfort level discussing sexual issues with your clients? What topics make you uncomfortable? (consider age, race, sex, violence, “everything goes”, abortion, exploitation of women & children, etc.)

#### **Homework assignment:**

Select and try several “Suggestions for Sexual Enhancement” activities that may aid in your own personal growth. You may select those which involve sexual behavior, or simply choose those which affect attitudes and understanding.

#### **Reading assignment:**

Schwartz ch 2

Brannon, L. (2002). Sexuality. *Gender: Psychological Perspectives*. Boston: Allyn & Bacon. Chapter on e-reserve

Millner, V. S. (2005). Female sexual arousal disorder and counseling deliberations. *The Family Journal*, 13, 95-100.

Renshaw, D. C. (2005). Premature ejaculation revisited – 2005. *The family journal*, 13, 150-152.

Fourth Weekend

### **Group Project DUE**

Sexuality in Committed and Uncommitted Heterosexual, Gay, or Lesbian Relationships

#### **Discussion questions:**

What kinds of struggles have you had between your own sexual beliefs and behaviors in the past, and how others conduct themselves?

Can you identify any covert assumptions you have about sexuality?

What are your beliefs about infidelity within a committed relationship?

What are your beliefs about casual sex?

Does sex belong in committed relationships?

#### **Reading assignment:**

Schwartz ch 3, 4, 5 & 6

McGoldrick ch 15

Transgender in Family Therapy article (handout)

Bowers, R., Plummer, D., & Minichiello, V. (2005).

Homophobia in counseling practice. *International Journal for the Advancement of Counselling*, 72, 471-489. On e-reserve

Bird, M. H. (2006). Sexual addiction and marriage and family therapy: Facilitating individual and relationship healing through couple therapy.

*Journal of Marital and Family Therapy*, 32, 297-311. On e-reserve

Joanning, H. & Keoughan, P. (2005). Enhancing marital sexuality. *The Family Journal*, 13, 351-355. On e-reserve

McCarthy, B. W., Ginsberg, R. L., & Fucito, L. M. (2006). Relilient sexual desire in heterosexual couples. *The Family Journal*, 14, 59-64. On e-reserve

Wiederman, M. W. (2005). The gendered nature of sexual scripts. *The Family Journal*, 13, 496-502. On e-reserve

via email

### **Sex History DUE**

### **Annotated Bibliography DUE**

#### **Attendance/Participation policy:**

Participation is an essential part of the learning within this course. Therefore, students are expected to attend each class meeting, on time, and prepared to engage in discussions of assigned readings and class experiential activities. Attendance and participation is an important part of each student's grade. Students are responsible for all material covered on any missed class meetings. **Students who miss more than four hours of class meetings will be administratively dropped from the course.**

In addition, *negative participation*, or detracting from the safe learning environment by being disrespectful, uncooperative, or unprofessional, will result in a grade deduction.

**Incomplete Policy:**

The student must specifically request in writing from the instructor that an incomplete be assigned due to extenuating circumstances prior to the last week of the course. The instructor may require additional written documentation. In general, the student has until the end of the following term to finish the incomplete unless otherwise agreed upon with the instructor.

**Plagiarism Policy:**

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to [www.turnitin.com](http://www.turnitin.com).

## STUDENT RESOURCES

### **RegisNet**

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, <sup>TM</sup>SMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select “RegisNET Account”. You will be required to post either your social security number or student ID.

### **Dayton Memorial Library**

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website. The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

### **Writing Assistance – Smarthinking**

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through <sup>TM</sup>SMARTHINKING. The tutoring year begins on March 8 of the current year. To register for <sup>TM</sup>SMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select <sup>TM</sup>SMARTHINKING.

### **Equal Access & Disability Services**

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University’s educational programs and activities.

#### **Eligibility:**

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, [disability@regis.edu](mailto:disability@regis.edu), in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

## GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

### A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

### **A-: Also displays outstanding scholarship**

1. May contain few minor errors in writing, documentation, or reasoning.

### B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

### **B: Satisfactory**

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

### B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

### C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

### D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

### F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

## Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

**Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.**

*ACA Code of Ethics Section A.2. a. b.*

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

*On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04*

*Michael J. Sheeran, President, Regis University*

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

## **STUDENT RESPONSIBILITIES**

### **Ethics and Confidentiality**

An integral component of CPS Counseling Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

### **Student Conduct**

CPS students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, we expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

## **COUNSELING FACULTY RESPONSIBILITIES**

### **Student Performance Evaluations**

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses) to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

### Student Performance Evaluation (Page 1)

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_  
 Faculty \_\_\_\_\_ Course Number \_\_\_\_\_

<b>Rating Scale</b>				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
<b>Communication Skills and Abilities</b>				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy - communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
<b>Professional Responsibility</b>				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
<b>Competence</b>				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

White: Permanent Student File

Yellow: Course Instructor    Pink: Student

Fall 2004

### Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

#### ACADEMIC

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

White: Permanent Student File

Yellow: Course Instructor    Pink: Student

Fall 2004

## **GROUP PROJECT & PRESENTATION**

### **Case Study**

Rob and Jane, both 28 years old, have been married five years. They have two children, a son who is four and a daughter who is eighteen months. They met at a small college, dated for two years and got married the summer after graduation. They grew up in stable homes and both families were supportive of their courtship and marriage. Both sets of parents live near by and are delighted with being grandparents.

Rob, a High School counselor, works hard to make ends meet. Jane is debating whether she will go back to work as a lab technician the coming year. They are committed to an egalitarian marriage and co-parenting their children, although they struggle with the logistics of working out the practical details.

They have been in marital counseling with you for ten weeks, focusing on communication and conflict resolution. They have made good progress and you are impressed with their obvious commitment to their marriage and the therapy process. They love each other and their children and have appreciated your help as a therapist.

Toward the end of the last session they admit they are having a bit of a struggle in one area of their sexual relationship. Because they feel comfortable with you, they ask if you would help them in this rather sensitive area of their lives. They enjoy the sexual aspect of their relationship but believe they could increase sexual satisfaction with some help from you. They briefly describe their problem as follows:

(Choose either #1 or #2 for your group case scenario)

#1. Rob is unable to prolong ejaculation. He ejaculates soon after entry and therefore Jane seldom reaches orgasm during intercourse. She enjoys orgasm during manual stimulation, but they would like to change in this pattern.

#2. Rob is able to prolong ejaculation but Jane is only orgasmic during manual stimulation. They would like to learn how to enjoy orgasm during intercourse.

The couple is hopeful about change. You agree to work with them toward their goal of becoming more satisfied with their sexual relationship. Indicate how you will help them in brief sex therapy (10-20 sessions) including the following sessions: #1. Introduction and basic structure of sexuality counseling; #2. Sensate focus instruction; #3. Specific instruction for the dissatisfaction (squeeze/stop start or bridge). Each group member will submit a 1-2 page outline summarizing what your entire hour-long session would entail, highlighting one 15-minute segment of that session during the group presentation.

## **Suggestions for Sexual Enhancement**

Please note that nothing in this outline is intended to encourage or persuade a person to become more sexually active than he/she freely chooses. The purpose is to help discover, explore, and express sexuality appropriately, so as to attain a positive sense of the sexual self.

- Carefully examine your body at leisure. Use mirrors, have a sensuous bath or shower, and take time to learn to do a genital self exam. Try to make friends with and be positive with all parts of yourself. Touch all areas and notice the different textures. Repeat frequently. Treat yourself to a massage by an expert and/or attend a massage workshop to learn the skill so you can trade with others.
- Practice Kegel-type exercises to strengthen the PC muscle and increase its sensitivity and control.
- Have a general checkup and ask all the questions you have always wanted to about the health-medical aspects of your sexuality. Make a list.
- Sit down with a close friend and describe your early and recent sexual experiences and attitudes to one another. This can be repeated with other friends and expanded to include discussion in a supportive (not a competitive) group.
- Talk to selected family members about sexuality. Relatives such as sisters, brothers, and cousins often remember important things about family behavior. Parents, grandparents, uncles, and aunts often will talk about sexuality more readily now, and reveal things that will help you understand earlier messages.
- Explore erotic literature, movies, art, and fantasy to expand what you like. Apply the same standards of taste and style that you usually enjoy.
- Caress your erogenous zones carefully to discover and expand areas of sensitivity. Some people enjoy using a massage attachment, a vibrator, or a shower device for stimulation. Learn and practice self-pleasuring techniques so that they become spontaneous and comfortable.
- If you are sexually active with a partner, communicate to him/her what you like. Avoid “spectating” (evaluating yourselves) and “performing” (setting standards to meet). The goal is pleasure, variety, intimacy, relaxation, and excitement.
- Experience sexuality as often as you choose; feel free to initiate. According to the professional literature, the more often a person responds sexually in a comfortable way, by any method, the easier the response becomes. Emotion and sensuousness enhance the genital sexual experience for most women and men.
- Compare your sexual beliefs and values with your actual behavior. Where they are different, develop a plan to bring them closer together and end the conflict.

From Schepp, K. F. (1986). *Sexuality Counseling: A Training Program*. Muncie, IN: Accelerated Development.