



CED 7542: Sexuality: Medical Issues, Trauma, and Abuse Spring 2021

Professor of Record: Doug Rosenau

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Vanessa Snyder
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Course Section: 15

Course Modality: Intensive

Meeting Dates/Location:

April 16-18, 2021

Contact:

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Office:

Professors can be reached for questions via email.
Professors can also be reached for questions
through the Sexual Wholeness Discussion Forum.

Institute for Sexual Wholeness Contact:
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jenna@sexualwholeness.com

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Additional assistant professors trained and knowledgeable in the field will also participate.

Office hours: Professors can be reached for questions through the Sexual Wholeness Discussion Board.

Additional time is made available by appointment during the weekend of class or by phone.

University Mission Statement

Richmont Graduate University provides Christ-centered education and research that advance God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

School of Counseling Mission Statement

Richmont Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners.

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Overview of Counselor Education at Richmond

Integration of Faith & Learning

Richmont Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners. This training occurs within the context of a structured curriculum and supervisory relationships and is designed to equip graduates to facilitate spiritual growth, mental health, and relational healing.

Statement Regarding Nature of Counselor Training

Participation in graduate level counseling courses can be a meaningful opportunity for personal and professional growth, self-awareness, increased insight and knowledge, and practice in making a difference in the lives of others. However, students should be aware that material covered may result in increased awareness of past and/or present emotionally-charged material from their own lives. At times this awareness may result in strong, overwhelming, or even negative responses. Upon becoming aware of such responses, students are strongly encouraged to pursue their own individual therapy while in the Program. Additionally, if and when an instructor observes these responses in a student, he or she will bring it to the student's attention for immediate discussion and consultation. Students are strongly encouraged to make faculty aware of these strong or overwhelming personal reactions related to course experiences, materials, and assignments.

In cases where student functioning is assessed to be compromised because of possibly unresolved emotionally-charged concerns, students may be advised in one of several directions, including but not limited to:

1. Entering therapy while remaining in the Program and reporting back to their Advisor or Program Chair (As a general rule in the School of Counseling and School of Psychology, students may meet with faculty for a maximum of 3 times to assess and triage a situation; after that any student needing additional counseling must find an outside counselor);
2. Taking a leave of absence from the Program, with conditions specified by the Program; or withdrawing from the Program itself.

The desired end result is that all issues of concern are sufficiently addressed and/or resolved, and that the student is assessed by the Program as ready to continue moving towards degree completion and to work with people in a mental health care provider capacity. Final determinations will be at the sole discretion of Program personnel and will be made with the utmost care and with the student's best interests in mind. Students always have the right to appeal any Program decision by utilizing procedures outlined in the Student Handbook.

Disclaimer

Courses offered through the School of Counseling, as well as additional materials and instruction, are intended for educational purposes. These materials are not designed to provide legal advice, or medical or professional consultation. Instructional materials and activities are designed to equip and empower students with appropriate educational and experiential tools and experiences through which they better understand the

needs of hurting people and how to best utilize counseling skills to respond. Completion of the program qualifies a graduate to pursue state licensure. Students are advised at the start and throughout their program to consult the state regulations and/or legal requirements that exist in their state, province, or country regarding licensure.

Client & Student Confidentiality Expectation

Counselors recognize that trust is at the core of the counseling relationship. The ACA (American Counseling Association), AACC (American Association of Christian Counselors) and APA (American Psychological Association) Code of Ethics specify that counselors must respect clients' right to privacy and avoid illegal or unwarranted disclosures of confidential information. Counselors make every effort to ensure that supervisees, students, professional assistants, and volunteers also maintain clients' privacy. Moreover, privacy and confidentiality are also applicable to counseling students' efforts to avoid sharing identifying client information during class discussions, case presentations, or group supervision. This is especially relevant in courses included in the Clinical Training sequence: Helping Relationships, Applied Practicum and Treatment Planning, Group Counseling, Practicum, Internship I, and Internship II.

Common Core Area: Counselor Preparation Comprehensive Examination (CPCE)

This course covers one of the eight core areas assessed by the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is used by Richmond Graduate University to assess student knowledge of counseling to ensure minimum competence in the field and to prepare students for the National Counselor Examination, required by most state counseling licensing boards for licensure. The CPCE furthermore provides Richmond collective feedback for ongoing development of the counseling program as it allows Richmond to examine student functioning in various curriculum areas and compares program results to national data.

The CPCE, which consists of 160 multiple-choice items, covers the eight common-core areas Council for Accreditation of Counseling and Related Educational Programs (CACREP) as defined by their

Standards for Preparation:

- | | |
|------------------------------------|----------------------------------------|
| 1. Human Growth and Development | 5. Career and Lifestyle Development |
| 2. Social and Cultural Foundations | 6. Appraisal |
| 3. Helping Relationships | 7. Research and Program Development |
| 4. Group Work | 8. Professional Orientation and Ethics |

Richmont students in the Master of Arts in Clinical Mental Health Program **are required to take the CPCE** during their final spring semester as part of the course CED7891: Professional Seminar in Marriage & Family Counseling and Clinical Mental Health Counseling. **A passing score on the CPCE is now required to successfully complete the course.** To pass the Professional Seminar course, students must achieve one of the following (in addition to completing other course requirements):

- A. Score at or above the CPCE national mean total score
- B. Score at or above the CPCE national mean score in six of the eight core area sections

Students who fail to meet the above criterion will be required to take sub-tests of the section(s) not passed in order to successfully complete the Professional Seminar course prior to graduation. As a result, the text *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* is recommended as a supplement to the main textbook(s) for this course you are now taking.

Please refer to the specific chapter related to this course. The chapter reviews the content area and includes practice multiple-choice items for your benefit. A CPCE practice test is also included at the end of the text that you can take once you have completed a significant portion of your coursework in preparation for taking the CPCE your last semester. An NCE practice test is also included for your benefit. This text will also be the primary text used for the Professional Seminar course.

Recommended text:

Erford, B. T., Hayes, D. G., & Crockett, S. (2019). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (3rd. ed). Boston, MA: Pearson. ISBN: 978-0135192450

Richmont Academic Policies & Procedures

Attendance & Participation

Students are permitted one unexcused hour of absence per hour of course credit. Necessary absences may be excused with permission of the instructor; this must be done in advance except in acute emergencies. Beyond the permitted unexcused absences, each additional unexcused class block absence will result in the decrease of the student's course grade by one level (e.g., A drops to A-). A student who accumulates more than 3 unexcused absences in a course during the fall and spring semesters will have earned a failing grade because of the excess absences. Likewise, because of the truncated summer semester, a student who accumulates more than 2 unexcused absences during summer semester will also automatically fail the course.

A class block is defined by the number of credit hours a course receives. For a two credit-hour course, a class block is two hours of the course, etc. This grade reduction will be taken until the student reaches four class block absences beyond the allowed absence, at which point the student will receive a failing grade for the course. This policy applies to intensives, hybrid, and weekly classes. For example, in a two credit-hour intensive, a student may miss two hours of class without a grade reduction penalty. Should the student miss two additional hours, the student's final grade will be reduced by one level (A to A-, etc.). Students who miss classes because they register late or change sections are subject to the same policy. Faculty may count tardiness toward absences at their discretion.

Deadlines

Course instructors will decide course policies for assignment deadlines and any grade penalties for late assignments. Please discuss any questions or concerns with your instructor.

Writing Style

All papers written at Richmont are to conform to the most recent edition of the Publication Manual of the American Psychological Association unless otherwise specified by the instructor. All written documents are to reflect the highest standards of grammar, composition and style. Students are expected to have adequate computer skills to produce all course assignments and to conduct research for those assignments independently. Any student desiring assistance for the research or production of assignments (other than basic proof-reading) is required to seek prior approval from the professor.

CAMS

The CAMS Student Portal has four primary purposes in Richmont courses: 1) to provide students opportunity to receive timely information about course assignments, grades, and announcements; 2) to promote thoughtful, intentional interaction between course instructors and students (as well as between students) as they work on course materials; 3) to provide method for students to complete quizzes and exams and upload papers, and; 4) to enhance Richmont's learning experience.

It is at the professor's discretion to use in CAMS in any Richmont course. Students are responsible to check CAMS each week, beginning one week prior to the start of the course. Students are expected to be familiar with all course materials within CAMS.

If you have technical problems with CAMS or are unable to log into your Student Portal, please contact the Help Desk/IT Department. You can contact them at helpdesk@richmont.edu.

Internet Access & Software

Students are responsible to maintain continuous access to a working and dependable internet provider, as well as reliable email software that can send and receive attachments. It is highly recommended that you have access to Microsoft Office software (Word, PowerPoint, etc.) for assignments.

Students are responsible to daily check their Richmond email address, in order to ensure timely receipt of messages and course information from the instructor.

Student with Disabilities Statement

If a student desires to request reasonable accommodations, as addressed by the Americans with Disabilities Act (ADA), please notify the Office of Student Affairs to request an application for student accommodations. Once approved, students are required to complete a Syllabus Addendum form for each class, each semester. It is the responsibility of the student to also notify the instructor once their request for reasonable accommodation has been approved. Please contact studentaccommodations@richmont.edu to request an application for academic accommodations.

Academic Continuity

In the event of weather or other emergency situation, Richmond may temporarily suspend normal operations. During this time, Richmond may deliver communication regarding courses, etc. using CAMS and/or students' Richmond email accounts. It is the student's responsibility to make every effort to receive communications during a campus closure.

Communication

Students are responsible to check their Richmond Graduate University email account at least daily, Monday through Friday, to receive communication regarding course and campus activity. Instructors will communicate to the class their preferred methods of communication and availability (i.e., office hours).

Academic Integrity

In keeping with Biblical principles and the desire to exemplify excellence in scholarship, Richmond students are held to the highest standards of academic integrity. Academic integrity is the personal and collective responsibility of all students and faculty. The faculty has the right and obligation to set and clarify academic requirements for the work of students. All infractions of the academic integrity policy, intentional or unintentional, are reported to the dean of the school in which the student is enrolled and presented at the Student Qualifying Evaluations for the School of Counseling.

Providing or Receiving Unauthorized Assistance: No student at Richmond is to provide or receive any form of unauthorized assistance on any assignment, paper, examination, project, etc. Students who wish to create examples of assignments to aid other students must receive permission from the professor prior to doing so.

Plagiarism: Plagiarism includes submitting material obtained online or from another source, without properly citing the source. Richmond requires that all sources be cited, including in online discussion posts and classroom presentations.

Self-Plagiarism: No assignment, in whole or in part, that has been completed for another class at Richmond or at any other institution is to be submitted in a course without prior approval of the professor.

Misrepresentation and other Forms of Dishonesty: Misrepresentation and dishonesty include acts like signing an attendance roster for another student or dishonesty with regard to any aspects of coursework. During internship, students must accurately represent their status and qualifications to all involved. Further, any falsification of clinical documents, or internship documentation is a serious infraction of the academic integrity policy.

Digital Impropriety: Richmond prohibits the sharing of passwords for any accounts governed and maintained by the university. Digital impropriety includes, but is not limited to, the unauthorized copying, uploading, posting, or otherwise sharing of materials related to a course in any online platform or through any digital means. Additionally, students who take courses online must accurately present themselves in the online classroom.

Any infraction of these standards, intentional or unintentional, is taken very seriously. Infractions of the academic integrity policy may be grounds for dismissal at any point in a student's enrollment, up to the time of graduation. The full Academic Integrity Policy is available for review in the current Richmond Graduate University catalog.

Student Course Evaluation

Students have the opportunity to provide feedback to their course instructor and to Richmond through email, telephone, and in-person appointments with their course instructor or advisor.

Students also have the opportunity to provide anonymous feedback at the end of each semester through student course evaluations. Students will receive an email reminder from the Records Office when it is time to complete course evaluations online. Please consider taking the time to provide this helpful input to your instructor and the University.

General Course Information

Catalog Course Description

2 hours. Prerequisite: CED6512. Covers the two main subject areas of advanced physiological issues (primarily hormones and medications) and counseling for sexual trauma and abuse. Students explore current theories and research in these subject areas as well as continue to develop their theory of sexuality in these subject areas. Special attention also is given to exploring the problem of pain and self-care of the therapist when working with trauma.

Prerequisite:

Students are required to have completed CED 6512 before registering for this course. Students who took the ISW intro course in another program may transfer their credits to Richmond Graduate University to fulfill this requirement.

Note: Students are responsible for information on the course web page (Sexual Wholeness website). Instructions will be sent out by the ISW team when registration is confirmed. If you have questions or concerns, please contact info@sexualwholeness.com

Student Learning Outcomes & Course Objectives

Student Learning Outcomes & Course Objectives	Assessment Methodology
The role of hormones in human sexuality.	Final Exam, Discussion Board, Class Discussion
The sexual side effects of commonly prescribed medications.	Final Exam, Discussion Board, Class Discussion
How to identify and begin to treat the sexual effects of sexual abuse survivors, victims of rape, and trauma due to infidelity and infertility.	Final Exam, Discussion Board, Class Discussion
An overview of the treatment of perpetrators of sexual violence and sexual abuse.	Final Exam, Discussion Board, Class Discussion
A theology of suffering and burnout.	Final Exam, Discussion Board, Class Discussion

Required Course Materials including Texts

Students are responsible for additional information and materials (i.e., Power Point files, media, etc.) distributed through the ISW Discussion Forum and in class.

NOTE: Required/recommended reading and the included bibliography does not necessarily represent the position of ISW or Richmond but is some of the best material in the field on this subject. Time will be spent in class discussing the reading and critiquing it from a Biblical Christian perspective that is in line with the stated theology of ISW and Richmond.

REQUIRED TEXTS:

- Langberg, D. (2015). *Suffering and the Heart of God: How Trauma Destroys and Christ Restores*. Greensboro, NC: New Growth Press.
- Maltz, Wendy. (2012). *The Sexual Healing Journey: A Guide for Survivors of Sexual Abuse, 3rd Edition*. New York: Harper-Collins. (pp. 1-384).
- Rosenau, Douglas (2002). *A Celebration of Sex* (revised and updated). Nashville, TN: Thomas Nelson. Chapters pp. 188-198, 216-220, 309- 320, 337-353.
- Tracy, S. R. (2008). *Mending the soul: Understanding and Healing Sexual Abuse*. Grand Rapids, MI: Zondervan.

Course Packet

In addition to the above texts and articles, students are required to purchase a handout packet for the course. Packet will be available for online purchase and download through the Discussion Forum This packet contains the slides used in teaching as well as additional course material constituting over 160 pages. Students will be able to print the packet or bring it to class in electronic form. (Available the week before class)

Required Supplemental Readings:

The following articles and chapters are also required reading for this course. Students can download these chapters from the ISW website. Sexual Wholeness will send you the link for the forum when they receive the conformation of your registration for the course.

- Childerston, James K. (2002) Sex Busters and Boosters: Making Sense of Sexual Pharmacology. *Marriage and Family: A Christian Journal*, 5 (3), 295-310.*
- Childerston, James K and Childerston, Carolyn S. (2002) Loving the Hormone Hostage: Principles for Couples Coping with Premenstrual and Menopausal Conditions. *Marriage and Family: A Christian Journal*, 5 (2), 169-178.*
- Gianotten, W. L. (2007). Pregnancy and Sexuality. In A. F. Owens & M. S. Tepper (Eds.), *Sexual health Vol 2: Physical foundations*. (pp. 167- 196). Westport, CT, US: Praeger Publishers/Greenwood Publishing Group.*
- Greil, A. L., Slauson-Blevins, K., & McQuillan, J. (2010). The experience of infertility: A review of recent literature. *Sociology of Health & Illness*, 32(1), 140-162.*
- O'Brien, D. (2011). Myths about male sexual abuse. In *Understanding male sexual abuse: Why male victims remain silent* (pp. 45-70). Bloomington: iUniverse, Inc.
- Peterson, B., Boivin, J., Norre, J., Smith, C., Thorn, P., & Wischmann, T. (2012). An introduction to infertility counseling: a guide for mental health and medical professionals. *J Assist Reprod Genet*, 29(3), 243- 248. doi: 10.1007/s10815-011-9701-y
- Plantinga Jr., C. (2010). Sin: Not the Way It's Supposed to be. *Christ on Campus Initiative*, 1-23.
- Rambo, S. (2008). Saturday in New Orleans: Rethinking the Holy Spirit in the Aftermath of Trauma. *Review and Expositor*, 105, 229-244.
- Smedes, L. (1975). Faith and Suffering. *The Reformed Journal*, 6-8.
- Snyder, D. K., Baucom, D. H., & Gordon, K. C. (2008). An Integrative Approach to Treating Infidelity. *Family Journal*, 16(4), 300-307.
- Sytsma, M., & Rosenau, D. (2018). Strategies for Counseling Infidelity. In J. Thomas (Ed.), *Counseling Techniques: A Comprehensive Resource for Christian Counselors*. Grand Rapids, MI: Zondervan.

Course Web Resources

Students are responsible for material posted to the ISW course webpage and discussion forum.

RECOMMENDED READINGS & REFERENCES:

Much of the content from this recommended reading and additional reading material will be discussed in class lecture, and students are expected to know the material that is covered in class lectures. Additional readings may be assigned prior to or during the course.

- Glahn, S., & Cutrer, W. (2004). *The infertility companion: hope and help for couples facing infertility*. Grand Rapids, Mich.: Zondervan; Christian Medical Assoc. Resources.
- Koh, Me Ra. (2001). *Beauty Restored*. Ventura: Regal Books. (pp. 22-122) ** See course website for instructions on obtaining this resource. **
- Rosenau, D. (1998). Extramarital affairs: Therapeutic understanding and clinical interventions. *Marriage & Family: A Christian Journal*, 1(4), 355-368.
- Stahl, S. M. (2017) *Essential psychopharmacology: prescriber's guide*. 6th ed., Cambridge University Press, Cambridge, UK. [ISBN: 978-1316618134]
- Zacharias, R. & Vitale, V. (2014) *Why Suffering?: Finding Meaning and Comfort When Life Doesn't Make Sense*. New York: Faith Word

Course Schedule & Evaluation

Methodology

Primary method of instruction is lecture while portions of this class will be conducted as a graduate seminar. This will be a mixture of lectures and guided discussion. The readings for this course are among the best available, and thus most of our time will be spent mastering the content and implications of the readings. Students will also spend time in role-play and classroom simulation of therapeutic issues that can be involved in the conduct of therapy, and case consultation will be incorporated into the course.

Richmont Grading Scale (100 points)

The Richmont Graduate School grade scale will be used in this course:

Letter Grade	Equivalent Points	Percentage Points	Richmont Grade Scale
A	93-100	93-100	4.0
A-	90-92	90-92	3.7
B+	88-89	88-89	3.3
B	83-87	83-87	3.0
B-	80-82	80-82	2.7
C+	78-79	78-79	2.3
C	73-77	73-77	2.0
C-	70-72	70-72	1.7
F	0-69	0-69	0

Participation/Late Assignments

Deadlines are important. Students are strongly encouraged to turn in assignments by due dates listed in the course schedule. Any assignment not turned in at the beginning of class time on the due date will be considered a failure to meet class requirements. *There will be a 10% reduction in points each day past the due date.* Assignments will not be accepted two weeks past their due date except in emergency or extenuating circumstances.

Please do not ask for special consideration based on your unique circumstances. In the case of unforeseen emergencies and extenuating circumstances, please communicate with the instructor as soon as possible and special accommodations can be made.

Notes from your Instructor

INSTRUCTOR BIO:

Dr. Doug Rosenau is a Licensed Psychologist, Marriage & Family Therapist, and Diplomat of the American Board of Sexology (ABS). A pioneer in Christian sex therapy, Doug is a popular speaker and the best-selling author of *A Celebration of Sex*. He is a full clinical member of the Society for Sex Therapy and Research (SSTAR), and he teaches Human Sexuality as an adjunct professor at Dallas Theological Seminary, Reformed Theological Seminary, and Richmond Graduate University. Dr. Doug is a graduate of Dallas Theological Seminary (Th.M.), and received his doctorate (Ed.D.) from Northern Illinois University. As co-founder and current Director of Vision of the Christian organization Sexual Wholeness, Inc., he has helped to create the Institute for Sexual Wholeness that trains Christian sex therapists and educators.

Dr. James Childerston is a clinical psychologist specializing in a broad spectrum of psychological disciplines including individual and couple therapy, as well as medical and pharmacological consulting. He is a nationally known author and a widely sought speaker who has led seminars and retreats across the United States on marital enrichment, managing emotions, communication skills and conflict resolution strategies, and fostering relational closeness. He also has demonstrated expertise in treating sexual dysfunction and addressing sexuality and aging. Dr. Childerston is board certified in medical psychology, psychopharmacology, and sex therapy. He is a founder of The Academy of Medical Psychology and served as Vice President for several years before serving 10 years as President. He is on the faculty of the Institute for Sexual Wholeness. He is the co-author of *A Celebration of Sex After 50* and *Purity & Passion: Authentic Male Sexuality*. Jim is an avid sports enthusiast and enjoys traversing the globe with his wife, Carolyn.

Vanessa Snyder, PhD is the Vice President of the Richmond Institute for Trauma & Recovery (Atlanta), Director of the Richmond Trauma Center (Atlanta), and Assistant Professor and Richmond Graduate University in Atlanta, Georgia. She is a Licensed Marriage and Family Therapist and a Licensed Professional Counsellor in the state of Georgia. She is also an AAMFT Approved Supervisor, Approved Clinical Supervisor, Certified Sex Therapist, Certified Traumatologist, and Certified Anger Management Specialist. Clinically, she specializes in treatment of trauma, complex trauma, and dissociative disorders. Her areas of research include program evaluation and treatment in human trafficking and commercial sexual exploitation; dissociative disorders and spirituality, adverse childhood experiences effects in treatment, and compassion fatigue & burnout, organizational trauma.

Dr. Michael Sytsma is a Licensed Professional Counselor in the state of Georgia, a Certified Sex Therapist, and a Certified Sexual Addictions Specialist (Trainer level). He is also an ordained minister with The Wesleyan Church and has served as a staff pastor for churches with attendance from 30 to over 1000. He is currently appointed to Building Intimate Marriages, Inc. by The Wesleyan Church. Michael received his BS in Christian Ministry from Indiana Wesleyan University, an MS in Community Counseling from Georgia State University, and a diploma in Christian counseling from Psychological Studies Institute. Michael also has a Ph.D. from the University of Georgia in Child and Family Development / Marriage and Family Therapy where he specialized in marital sexual therapy. His dissertation was on "Sexual Desire Discrepancy in Married Couples". Michael is a co-founder of Sexual Wholeness, Inc.

Debra Taylor, PsyD is a Marriage and Family Therapist and a Certified Sex Therapist. She teaches sex therapy courses through the Institute for Sexual Wholeness at Richmond Graduate University and has presented on various marriage and sexuality topics in graduate schools and conferences throughout the United States and internationally. She earned her M.A. in Marriage, Family, and Child Counseling from Azusa Pacific University, and a Certificate in Human Sexuality from the Neuropsychiatric Institute at U.C.L.A., and is currently finishing a Psy.D in Clinical Psychology from Cal Southern University. Debra is a co-founder of Sexual Wholeness, Inc. She is a co-author with Archibald Hart and Catherine Hart-Weber of *Secrets of*

Eve: Understanding the Mystery of Female Sexuality. Debra and her husband, Kent, have been married for 40 years and are the parents of two young adults.

Course Assignments & Weight

Assignment	Points	Percentage
Discussion Board/Class Participation	50	15%
Self-Report of Required Reading	100	25%
Final Exam	100	25%
Term Paper	150	35%
TOTAL	400	100%

Due Dates:

1. Final Exam – May 7, 2021
2. Term Paper – April 30, 2021
3. Discussion Participation – April 30, 2021
4. Reading Report – April 16, 2021

*Papers and exams will lose .5 grade for each day they are late without prior approval from professor. Major project must be submitted through the Discussion Board (in the “Submit Class Work” forum). Final exam will be completed online.

CLASS ATTENDANCE, PARTICIPATION, AND DISCUSSION:

1. Class Attendance: Attendance is crucial, not just for the content, but to get the value of different professors and viewpoints. Students will lose 3% of total grade for each hour of class missed.
 - a) Class Participation Active engagement (allowing for differences in personal style) is expected for the benefit of both individual students and the class as a whole.
 - b) CEU/Professional Participants are required to attend all of the class in order to earn credit and CEUs per our compliance requirements.
2. Discussion: Students are responsible for discussions on the ISW Discussion Forum. Additionally, students must spend at least 4 hours reading through topical discussions (after the class). You are to familiarize yourself with the Discussion Forum and to provide a 300-word response to the prompt provided by an ISW instructor(s). You will also need to provide two 100-word responses to other student's posts before.
 - c) Students are also responsible for registering for the class forum prior to class. Instructions will be sent to you after registration is confirmed with ISW. If you do not hear from the ISW team, email info@sexualwholeness.com

READING:

Students will sign a statement that they have completed all required reading assignments **prior to the start of class**. Reading grades will be determined from the self-report reading report form completed using the instructions on the Discussion Forum. Extra time will be allowed for *professional participants* registering late for the class (must email the Academic Director requesting a specific extension date).

FINAL EXAM:

A final exam will be given. This exam will be objective (multiple choice, true/false, etc.) and will be taken online. Students will have three weeks after the class to complete the exam. The exam must be taken in one sitting and must be completed within two hours.

TERM PAPER:

Research and develop an annotated bibliography (detailed instructions available on the Discussion Board) in an area of your choice from: Medical issues in sexuality (i.e., Oxytocin and sexual bonding, the impact of SSRI's, etc.), trauma and sexuality (i.e., crisis intervention with rape victims, sex therapy with adults molested as children, therapy with sexual offenders of children, therapy with perpetrators of sexual assault, sex therapy with adult rape victims, sex therapy with disabled clients, sex therapy with the elderly, prevention of STD's in college students, etc.)

Resources reviewed should be recent (2010-2020) journal articles or books, older well-known writings in the field you are researching (1990- 2000) may be included, if relevant or necessary; 10 resources, APA format. (30%)

Grading:

Papers will be evaluated on the following (30 points for each):

- **Adherence to APA format:** Including title page, abstract, running heads, heading formats, citations, bibliography, etc.
- Comprehensiveness and appropriateness of sources
- **Spelling, grammar, style:** Writing is expected to be at a Masters level. Professional language and style is expected, including APA guidelines. Papers should be clear, easy to read and well developed. Points should be clearly presented and supported.
- Adherence to project guidelines (i.e., 2 paragraphs per reference for annotated bibliography)
- Research and develop an **annotated bibliography** (i.e. at least 2 paragraphs per recommended resource describing what you have read and why it would be a helpful resource) in an area of your choice from sex therapy.

CEU/Professional Participants are required to all of the assignments in order to earn credit.

Grading Rubric(s)

Provided on the Discussion Forum

Schedule of Deadlines, Readings, & Assignments (Tentative)

Class Schedule*

- April 16, 2021 - 9:00 am - 7:00 pm
- April 17, 2021 - 9:00 am - 7:00 pm
- April 18, 2021 - 8:00 am - 4:00 pm

*Hours listed are less than 30 class hours due to the required participation of at least 4 hours in the online class Discussion Forum.

- The Exam is due before 9:00 am May 7th.
- The Reading Report is due 9:00 am April 16th. (NOTE: This is before class starts.)
- The Discussion Forum Participation is due April 30th.
- Paper is due April 30th.

General Course Outline:

Medical Issues

- Sexual Anatomy and Physiology
- Brief Overview of Pharmacology
- Depression and the Use of Antidepressants
- Sex Busters and Boosters: Making Sense of Sexual Pharmacology
- Sexual Aspects of Neurochemistry
- Caring for the “Hormone Hostage”: Treatment with Premenstrual and Menopausal Women
- Age Related Sexual Changes in the Male

Trauma/Abuse

- Introduction to Trauma
- Trauma & the Brain
- Adults Molested as Children
- Rape & Sexual Assault
- Human Sex Trafficking
- Trauma and the Self-Care of the Therapist
- Treating Male Survivors
- Protocol for treating the Sexual Effects of Trauma
- Counseling Affairs
- Infertility
- Childbirth as Sexual Trauma