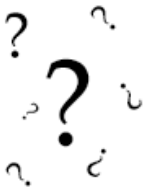
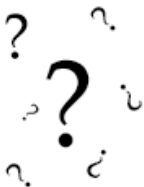
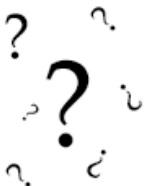
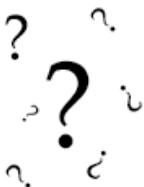
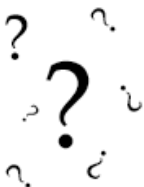


# Course Information

## Description

This course is designed to provide graduate students with the knowledge, values and skills necessary for the clinical treatment of issues related to human sexuality.

## Materials

Item	Price (new)	Price (used)
 <u>ADDICTION RECOVERY PROGRAM 36764</u> - Required by LDS FAMILY SERVICES	1.45	
 <u>AND THEY WERE NOT ASHAMED</u> - Required by BROTHERSON, L	17.95	
 <u>BETWEEN HUSBAND &amp; WIFE</u> - Required by LAMB, S	18.95	
 <u>OUR SEXUALITY 12E</u> - Required by CROOKS, R	280.70	210.55
 <u>SEXUAL DYSFUNCTION 3E</u> - Required by WINCZE, J	35.00	26.25

## Prerequisites

Soc W 624 or instructor's approval

## Attendance Policy

Students are expected to attend class and participate. Because of the disruptive and unprofessional nature of being late, tardiness is discouraged. Really, really discouraged. After one tardy or absence, 3 percent will be deducted from your final grade for each tardy or absence thereafter. If there are extenuating circumstances, please let the professor know immediately.

## Participation Policy

Professional Behavior. Part of the process of becoming a professional involves learning the theories, research and practice that allow you to acquire the knowledge, skills and values for effective practice. It also includes mutual respect for those you work with, both colleagues and clients. It includes attendance and punctuality and participation. It includes being respectful of other peoples' opinions and feelings during dialogues and discussions. It requires being able to maintain confidences. It includes taking personal responsibility for your actions. You get the idea...

## Learning Outcomes

### CSWE Educational Policy 2.1.1

**Identify as a professional social worker and conduct oneself accordingly.**

### CSWE Educational Policy 2.1.3

**Apply critical thinking to inform and communicate professional judgments.**

### CSWE Educational Policy 2.1.4

**Engage diversity and difference in practice.**

### CSWE Educational Policy 2.1.7

**Apply knowledge of human behavior and the social environment.**

### CSWE Educational Policy 2.1.10c - Intervention

**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

### CSWE Educational Policy 2.1.1

**Identify as a professional social worker and conduct oneself accordingly.**

Identify and articulate an awareness of their own sexual issues and values and how they can impact the therapeutic relationship.

### CSWE Educational Policy 2.1.3

**Apply critical thinking to inform and communicate professional judgments.**

Name the parts and functions of male and female anatomy related to human sexuality using professional nomenclature.

### CSWE Educational Policy 2.1.4

**Engage diversity and difference in practice.**

Identify and articulate the LDS position on the sexual issues in the context of society, culture, social and economic injustice, and gender.

### CSWE Educational Policy 2.1.7

**Apply knowledge of human behavior and the social environment.**

Demonstrate the application of major human sexuality models to various clinical problems encountered by individuals and couples, e.g. sexual addiction, sexual abuse, etc. from a variety of contexts, e.g. different cultures, different relational formations, at risk contexts, etc. including the relevant research.

### CSWE Educational Policy 2.1.10c - Intervention

**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Demonstrate a repertoire of interventions and techniques appropriate to the practice of sex therapy.

## Grading Scale

Grades	Percent
A	96%

A-	92%
B+	88%
B	84%
B-	80%
C+	76%
C	72%
C-	68%
D+	0%
D	0%
D-	0%
E	0%

## Instructor/TA Info

### Instructor Information

**Name:** Kevin Marett

**Office Location:** 2165 JFSB

**Office Phone:** 801-422-3211

**Email:** kevin\_marett@byu.edu

## Schedule

Date	Column 1	Column 2
Week 1		
M Jan 04 Monday	<p><b>First Day of Winter Semester (01/04/2016 - 04/12/2016)</b></p> <p>Introduction and disclaimer; LDS values and ethics regarding sexuality;</p> <p><b>Engage diversity and difference in practice.</b></p> <p>Identify and articulate the LDS position on the sexual issues in the context of society, culture, social and economic injustice, and gender.</p>	
Week 2		
M Jan 11 Monday	<p>Overview of human sexuality; male and female anatomy; vocabulary; critical thinking</p> <p><b>Apply critical thinking to inform and communicate professional judgments.</b></p>	

	Name the parts and functions of male and female anatomy related to human sexuality using professional nomenclature.  Text, chapters 3 & 4	
Week 3		
M Jan 18 Monday	<b>Martin Luther King Jr Day</b>	
Week 4		
M Jan 25 Monday	Human sexual response; sexual behaviors; sexual orientation, coming out  <b>Engage diversity and difference in practice.</b>  Text, chapters 6, 8, 9  Contraception; sexually transmitted diseases  <b>Apply knowledge of human behavior and the social environment.</b>  Text, chapters 10 & 15	<b>Vocabulary Quiz</b>
Week 5		
M Feb 01 Monday	Atypical sexual behavior; reparative therapy; sexual victimization  <b>Apply knowledge of human behavior and the social environment.</b>  Text, 16, 17	<b>Personal Sexual History</b>
Week 6		
M Feb 08 Monday	Sexual addiction; pornography, masturbation  <b>Apply knowledge of human behavior and the social environment.</b>  <i>Addiction Recovery Program manual</i>	<b>Midterm Exam</b>
Week 7		
M Feb 15 Monday	<b>Presidents Day</b>	
T Feb 16 Tuesday	<b>Monday Instruction</b>	
Week 8		
M Feb 22 Monday		

	<p>Overview and history of sex therapy; Kinsey reports; sex therapy models; PLISSIT; professional organizations; drug reactions</p> <p><b>Apply critical thinking to inform and communicate professional judgments.</b></p> <p>Text, chapter 14; Wincze &amp; Weisberg, chapters 1, 16</p>	
Week 9		
M Feb 29 Monday	<p>Sexual disorders involving desire and arousal</p> <p><b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b></p> <p>Demonstrate a repertoire of interventions and techniques appropriate to the practice of sex therapy.</p> <p>Wincze &amp; Weisberg, chapters 2, 6, 7</p>	
Week 10		
M Mar 07 Monday	<p>Sexual disorders involving orgasm &amp; pain &amp; substances</p> <p><b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b></p> <p>Demonstrate a repertoire of interventions and techniques appropriate to the practice of sex therapy.</p> <p>Wincze &amp; Weisberg, chapters 3, 4, 5, 8, 9</p>	
Week 11		
M Mar 14 Monday	<p>Assessment; Kaplan model</p> <p><b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b></p> <p>Demonstrate a repertoire of interventions and techniques appropriate to the practice of sex therapy.</p>	

	Wincze & Weisberg, chapters 10, 11, 12	
Week 12		
M Mar 21 Monday	<p>Biomedical and Psychosocial approaches to treatment</p> <p><b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b></p> <p>Demonstrate a repertoire of interventions and techniques appropriate to the practice of sex therapy.</p> <p>Wincze &amp; Weisberg, chapters 13, 14, 15</p> <p><i>And They Were Not Ashamed</i></p>	
Week 13		
M Mar 28 Monday	<p>Integrating Psychosocial and Biomedical approaches</p> <p><b>Apply knowledge of human behavior and the social environment.</b></p> <p>Text, chapter 14</p>	
Week 14		
M Apr 04 Monday	<p>Love, attachment, communication, extramarital affairs, etc.</p> <p><b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b></p> <p>Demonstrate a repertoire of interventions and techniques appropriate to the practice of sex therapy.</p> <p>Text, chapter 7</p> <p><i>Between Husband and Wife</i></p>	
Week 15		
M Apr 11 Monday	Summarize learning experiences; self actualize; review for final exam	<b>Book Review LDS Perspective Readings</b>
Week 16		
M Apr 18 Monday	Final Exam:	<b>Final Exam</b>

250 ROTC

5:45pm - 7:45pm

## Assignments

### Assignment Description

#### Vocabulary Quiz

Jan  
25

Due: Monday, Jan 25 at 4:00 pm

A quiz will be given on a list of 200+ terms and phrases used in the practice of sex therapy. This quiz will be 60 fill in the blank questions. This quiz is worth 20% of your grade.

#### Personal Sexual History

Feb  
01

Due: Monday, Feb 01 at 4:00 pm

This paper incorporates much of Bigler's *Guidelines for Personal Sexual History* (1999) to help students gain a greater understanding of their own sexuality and sexual issues and their ability to work with others.

"Each person's sexuality develops within the framework of a unique historical context and set of circumstances. In addition, a therapist's own sexual history has a subtle, but unquestionable influence on how he/she responds to clients' sexual needs or concerns.

"For most students, this will be the first time they have written about their lives from this standpoint. Although it is often hard to begin, it is usually more difficult to stop once you have started writing. The most important point about this paper is for you to be as honest as you can with yourself about your life. You need to approach this assignment in an open and thoughtful manner. Remember, this assignment is for you and your own personal benefit more than for a grade.

"Since this paper is for you, please write whatever you feel about your sexuality and how you have developed as a sexual person. Be sure to include both descriptive and analytical perspectives.

"*Descriptive* - describing concrete experiences regarding your sexual development, who, what, when, where.

"*Analytical* - determining why these experiences happened, the meaning of the experience then and now, and your emotional responses, why and how you feel."

Your feelings are an important piece of being a therapist. This is a chance for you to explore them without being judged. The paper will be graded on whether or not you hand it in. Once you have handed it in, you receive all points. So don't worry about what I want to hear. Use this paper as an opportunity to explore. The following questions are to be used as a flexible guide to help you in your exploration.

"How did you learn about sex? From whom? When? Was it all at once or over a period of time? How accurate was the information? What were your feelings at the time? What are your feelings today? How was sex discussed in your family? What were your early childhood experiences with sexuality (playing doctor, experimentation, talking with friends, etc.) What were your experiences as an adolescent with masturbation, menstruation, or nocturnal emissions (wet dreams), petting, fondling, intercourse, pornography, etc. ? What kinds of messages did you get from your family and friends about these experiences? How was sex and nudity discussed in your family? What kinds of experiences did you have in junior high? high school? college? How have they affected you in the long term? How has having or not having sexual relationships affected you? What have you learned from intimacy with others that has helped you understand your own sexuality better?

“Writing a good analysis of your own sexual history requires that you look honestly at yourself and at the significant other persons in your life. Putting your experiences and feelings down on paper helps you to have a new understanding of them, especially if you have avoided dealing with something traumatic.

“When you finish this personal sexual history, put it aside in a safe and secure place for awhile. Come back to it a few days later and reread it. Note any new insights or thoughts this rereading brings to the surface.”

I will be the only one reading this paper. Its contents will be kept strictly confidential. I will make comments sparingly. I appreciate the trust and introspection necessary to write this paper and will treat it with the sensitivity and respect it deserves.

This paper should be 4-6 pages in length, typed and double spaced with 1" margins. Do me a favor by proofreading your paper after you finish writing it but before you hand it in. This paper is worth 10% of your grade.

*"To base thought only on speech is to try nailing whispers to the wall. Writing freezes thought and offers it up for inspection."*

### Midterm Exam

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Feb  
08

Due: Monday, Feb 08 at 4:00 pm

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In an attempt to determine how well the concepts discussed in class are being understood, a midterm exam will be given. This exam will give you the opportunity to demonstrate your understanding of human sexuality and social work practice, as impacted by social and economic injustices, and the application of such to diverse cultures and populations at risk. The test will be a combination of multiple choice and/or short answer questions. The midterm exam is worth 20% of your grade.

### LDS Perspective Readings

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Apr  
11

Due: Monday, Apr 11 at 4:00 pm

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Because of the discrepancy that occasionally rises between the norms of the sex therapy profession and the doctrines of the LDS Church, it is important to have a good understanding of LDS perspectives relative to the practice of sex therapy. Consequently, reading the more relevant LDS books related to sex therapy is required of all students. These books include, 1) *And They Were Not Ashamed*, 2) *Addiction Recovery Program: A Guide to Addiction Recovery and Healing*, and 3) *Becoming One: Intimacy in Marriage*. **All of these must be read in their entirety to get full credit.** This assignment is worth 15% of your overall grade.

### Book Review

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Apr  
11

Due: Monday, Apr 11 at 6:30 pm

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Each student will write a 1-1.5 page (typed and double spaced) review of a book related to sex therapy that was published in the last 15 years. This review should include:

- 1) The complete reference for the book (APA guidelines), including number of pages (100 page minimum.)
- 2) A brief overview of the book along with your impressions.



3) Specific strengths and weaknesses of the book.

4) A section on the applicability of the book to a practicing therapist including whether or not you would recommend the book for professionals and/or lay persons. Students will then present these book reviews to the class. Please have a copy of your review for everyone in the class. This assignment is worth 10% of your grade. Failure to follow the required format will result in a lower grade.

## Final Exam

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Apr  
18

Due: Monday, Apr 18 at 7:45 pm

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In an attempt to determine how well the concepts discussed in class are being understood, a comprehensive final exam will be given. This exam will give you the opportunity to demonstrate your understanding of human sexuality and social work practice, as impacted by social and economic injustices, and the application of such to diverse cultures and populations at risk. This test will be a combination of multiple choice and/or short answer questions. The final exam is worth 25% of your grade.

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all

students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The

partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010