# The Graduate Counseling Program
## Course Syllabus

**Rolla Metropolitan Campus**

<table>
<thead>
<tr>
<th>Course</th>
<th>COUN 5580: Human Sexuality Theory and Sexual Counseling</th>
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<tbody>
<tr>
<td>Term, Day, Time</td>
<td>Spring I 2021: Thursdays 6:00 PM – 10:00 PM CST -- Meeting via Zoom</td>
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</tbody>
</table>
| Instructor | Name: Mary Beth Myers  
Email: marymyers75@webster.edu |

### Catalog Description/Content Area

**COUN 5580: Human Sexuality Theory and Sexual Counseling (3 credits)**

This course defines and examines the current models and theories of human sexuality across the lifespan. It includes the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, wellness, and disorders. Students will also examine theory, skills, and self-awareness related to sexual relationship counseling including understanding issues of counseling individuals with a history of sexual abuse, sexual addiction, and/or sexual offenses.

**Content Areas:** human sexuality, sexual counseling, and social and cultural diversity

| Knowledge and Skills Outcomes | COUN 5580 – Course Standards  
*Upon successful completion of this class, students will be able to:* |
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<tbody>
<tr>
<td><strong>Human Sexuality</strong></td>
<td>1. Demonstrate understanding of their personal attitudes, beliefs, and understandings about human sexual behavior.</td>
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<td>2. Demonstrate understanding of the socio-cultural factors related to sexual functioning.</td>
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<td>3. Demonstrate understanding of the clinical and ethical implications related to counseling clients with sexually transmitted diseases, including HIV and AIDS.</td>
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<td>4. Demonstrate ability to identify sexual deviant behavior and the limits if its treatment.</td>
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<td>5. Demonstrate awareness of personal attitudes and beliefs about human sexual behaviors and how that reflects on counseling efforts.</td>
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<td>6. Demonstrate the ability to utilize current techniques of therapeutic intervention in sexual counseling.</td>
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### Materials


### Method of Instruction

Interpersonal interactions with students and instructor; didactic teaching/lecture; homework and written assignments; test for mastery; required reading; small group exercises; class participation, discussion, activities, and learning.
Grading

There will be a midterm exam and final exam. All exams will be graded and returned to the class members for review on the following class session unless there are students who have not completed the exam.

<table>
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<tr>
<th>Assignment</th>
<th>% Point Value</th>
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<tbody>
<tr>
<td>Midterm and Final Examination</td>
<td>40%</td>
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<tr>
<td>Assignments and In-Class Activities</td>
<td>40%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>20%</td>
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</table>

The Grading Scale for this course is as follows:

- **A** = 94 - 100%
- **A-** = 90 - <94%
- **B+** = 87 - <90%
- **B** = 84 - <87%
- **B-** = 80 - <84%
- **C** = 70 - <80%
- **F** = 0 - <70%

The GRADUATE catalog provides these guidelines and grading options:

- **A/A−** Superior graduate work. *Instructors may choose not to use the pluses and minuses.*
- **B+/B/B−** Satisfactory graduate work. *Instructors may choose not to use the pluses and minuses.*
- **C** Work that is barely adequate as graduate-level performance
- **CR** Work that is performed as satisfactory graduate work (B− or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicum, or specified courses.
- **NC** No Credit, Unsatisfactory graduate work
- **F** Work that is unsatisfactory
- **I** Incomplete work
- **ZF** An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal.
- **IP** In progress
- **W** Withdrawn from the course
- **WF** Unofficial Withdrawal: A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal.

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of objective and subjective assessment.
Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

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<th>Activities</th>
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<td>There will be mid-term and final examinations. A paper written in APA style will be due prior to the final class meeting. There will be a total of 7 assignments and in-class activities covering a variety of areas related to the topic of human sexuality. Journal articles will be reviewed to discuss both the topic researched as well as the use of APA style in professional writing. Class attendance and participation are very important. Points lost due to absences will not, in most cases, be able to be made up.</td>
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Policy Statements: University Policies

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

**Academic Honesty**
The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

**Drops and Withdrawals**
Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

**Special Services**
If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

**Disturbances**
By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class is not acceptable. **Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises.** Students who engage in disruptive behavior, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including meeting with the Counseling Advisory Committee, removal from the course, and or dismissal from the program.

The carrying of weapons onto campus is forbidden.

**Conduct:**
Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate.
When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.

4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.

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<th>Course Policies</th>
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<td>Students are expected to attend all sessions of the class and it will be necessary to communicate with the instructor about absences in order for any considerations toward make-up work to be made. 10% of the total score will be deducted from all exams taken late.</td>
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**Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:**

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to **do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.** This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying
feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

**ACA Code of Ethics (2014)**

Counselors [Counselor-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.).

**Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor.

**Academic Integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2010), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else’s work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course Attendance:**

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F. Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered ‘absent’ for that class session unless approved in advance by the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See *Grading* for further information.
<table>
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<tr>
<th>Weekly Schedule</th>
<th>WEK 1</th>
<th>Chapters 1 &amp; 2 – Sexuality and the Mental Health Professional, Comfort with Sexuality Journal Activities – Ch. 1, Activity 2, page 8 Ch. 2, Activities 1 &amp; 4, page 17</th>
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<td>WEEK 2</td>
<td>Chapters 3 &amp; 4 - Anatomy and Psychosocial Development and Sexology Evolution Ch. 4, Activities 2 &amp; 4, page 46</td>
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<td>WEEK 3</td>
<td>Chapters, 5, 6, 7 – Sexual Health Definitions, Assessing and Treating Sexual Concerns, and Sexual Health Problems Journal Activities – Ch. 5, Activity 1, page 61 Ch. 7, Activity 2, page 105</td>
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<td>WEEK 4</td>
<td>Chapters 8, and 9 Relationships and Sex Therapy, and Parents Questions about Sex Journal Activities – Ch. 8, Activities 1 &amp; 2, page 123 Ch. 9, Activity 3, page 142</td>
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<td>WEEK 5</td>
<td><strong>Midterm Exam Chapters 1-9</strong> Chapters 10 &amp; 11 – Sexual Minorities, Sexuality and Mental Health Problems Journal Activities Ch. 11 Activity 1, page 180</td>
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<td>WEEK 6</td>
<td><strong>Journal Activities are Due</strong> Chapters 12 &amp; 13 – Recovery in Trauma Survivors, and Healing Painful Sex</td>
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<td>WEEK 7</td>
<td><strong>Paper is Due - Presentations Begin</strong> Chapters 14, 15, 16, &amp; 17 – Reproduction, Medical Problems, Sexually Transmitted Infections and Sexuality and Aging</td>
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<td>WEEK 8</td>
<td><strong>Continue Presentations Chapters</strong> 18, 19, 20 &amp; 21 – Alternative Sexual Practices, Out of Control Behavior, Ethics and the Future</td>
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<td>WEEK 9</td>
<td><strong>Finish Presentations - Final Exam</strong></td>
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**Note:** To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at [http://www.webster.edu/academic-resourcecenter](http://www.webster.edu/academic-resourcecenter) or call 1-800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.