

CPSY 211 Human Sexuality
Department of Counseling Psychology
Santa Clara University
Spring 2019

Instructor: Holly Osment, LMFT, LPCC
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Required texts: [Schnarch book out of print, hopefully will return soon!]

Foley, Sallie, Kope, Sally, & Sugrue, Dennis. (2012). *Sex Matters for Women: A Complete Guide to Taking Care of Your Sexual Self, 2nd Edition*. New York: The Guilford Press.

Zilbergeld, Bernie. (1999). *The New Male Sexuality, Revised Edition*. New York: Bantam Books.

Joannides, Paul. (2017). *The Guide to Getting It On, 9th Edition*. Oregon, USA: Goofy Foot Press.

Course Outline:

This course is designed to: 1) provide information and perspective to future therapists regarding biological, developmental, behavioral, emotional, psychological, and cultural aspects of human sexuality; 2) provide an opportunity to expand awareness of, and tolerate and reduce anxiety around, a wide range of human sexual expression; 3) encourage increased comfort for each class member with his/her own sexuality; and 4) increase comfort and skill level in discussing a wide variety of sexual concerns.

Grades:

Course grades will be based on class participation, weekly reflection papers, and a personal paper (see below for descriptions of these assignments).

| <u>Due Date</u> | <u>% Worth</u> | |
|----------------------|----------------|-----|
| Class Participation: | Every class | 30% |
| Weekly Reflections: | Every class | 30% |
| Final Paper: | Last class | 40% |

Class Participation: This category reflects my appraisal of each student's level of involvement in class and in class discussions, and my records of attendance and punctuality.

Because this class is a combination of lecture, seminar, and key guest speakers, it is essential that you attend every meeting. Lecture is important, yes, but the dialogue that occurs through class questions and discussion is a crucial component of learning. This portion of your grade will depend on how often and how much you speak up in class, although engaged listening will be taken into consideration. If you need to miss class, please contact me beforehand so we can review materials that will be missed. More than one absence (or chronic tardiness to class) will bring your grade down one full grade; missing 3 or more classes will result in an incomplete.

Weekly Reflections: Each reflection paper will **be a minimum of one and a half full pages** (11-12 pt; double-spaced with reasonable margins). Papers are due each week, beginning week 2 and ending week 9. You will therefore be writing a total of 8 reflection papers during the quarter.

You may also have one “late” paper without penalty, as long as it is turned in by the morning after the given class. More than one late paper (or any missed papers) will be reflected in your final grade. (A paper is considered “late” if submitted after class begins at 5:30pm.)

Each week you will choose, reflect, and write about a reading assignment, classroom experience or concurrent life experience that stands out or is relevant to *YOU and your learning in the class that is relevant to the topics addressed each week*. The purpose of these papers is to encourage self-reflection and personal growth. It is not intended to be abstract or impersonal, nor a place to discuss theory or philosophy, nor merely a summary of what you learned (see below).

The reflection paper will focus on a reading, class experience or current event in your life that is relevant to current/weekly class material (or a blend of several, if you prefer). Content will be focused on **your response** to it (e.g., feelings, meanings, experience, reactions) and **what you have learned about yourself as a result**. For example, why did you choose this event, topic, or situation for this reflection paper and what about it has meaning for you? If you have stretched, grown, or expanded your thinking or comfort in some way, please talk about how. Please use examples and be as specific as possible. These papers will be kept completely private and confidential and read only by me. I encourage you to share as deeply as you feel comfortable. However please note that I will *not* follow up on any of the reflections in attempt to give you privacy to share without feeling that you will have to discuss further. If you want to talk to me about something personal, please feel free to see me in person.

Reflection papers will be graded as part of your overall grade as follows:

3-point paper will include:

1. Clear and proof-read grammar and writing, appropriate length
2. A balance over the quarter of choosing a response to assigned reading, class lectures, discussions, films or other class material, guest speakers, etc., and how they relate to current or past personal experiences.
3. Concrete examples from personal experience of concepts and course material.
4. Clear and concrete expression of how you have grown or learned from Item 3 above, or conversely, why you didn't grow or learn.
5. Connected to the weekly class material and/or assigned reading.
6. Turned in on time.

2-point paper indicates that one of the above attributes is missing.

1-point paper indicates that, although you did complete the paper, more than one of the above attributes is missing, and/or the paper was more than one full day late. Reflections may be given a grade less than 1-point if the paper is significantly late or otherwise significantly does not meet requirements.

Any reflection papers not turned in, or turned in more than one week late, will lower your overall final grade to a B+ at highest. Your participation percentage will also be affected since reflections are a part of participating in this course.

Final Paper: Your final paper will be a comprehensive sexual autobiography and exploration; minimum of 8 – 10 pages (11-12 pt; double-spaced with reasonable margins). Please note that you are not required to disclose anything that causes extreme discomfort, however I urge you share as deeply as you feel comfortable. The following are guidelines to help you choose what to be explored in depth:

1. Describe chronologically your sexual past and present. When did you first notice your own genitals? When did you start masturbating? When did your parents first talk to you about sex, or when you did you notice them not talking to you about sex? What was the sexual culture in which you were raised? Have you experienced any other sexual attitudes other than what was reflected at home and/or in your culture?
2. When did you become aware of your own sexual preferences, orientation, identity, etc., and how did they develop over time? What are key moments in your sexual history? How has your view of your own (or others') sexuality changed or not changed over time?
3. Describe your personal sexual aspirations for your future. What do you want for yourself in your sexual or erotic life? How are you going to achieve that?

4. What is the meaning of your sexuality for you?

Although you may have reflected on your personal history already in the weekly reflections, you are to find a new way to address this, even if the content is at times repetitive from reflections. Under no circumstances may you cut and paste direct content from your weekly reflections into your final paper. This autobiography is supposed to include your reflection and analysis of your sexual history, not merely a retelling of stories.

Additionally, each paper must include comments on the following:

1. How might your past and present impact your clinical work in the future? What will you watch for in your clients, what issues will you choose not to treat, what might be particularly interesting to you in the clinical areas of sexuality? Use examples of how you might apply your new understanding of self to your future therapy practice.
2. How has this class furthered your thinking, growth, understanding, or not done so?

Your paper should be professionally written, carefully proof-read, and organized. No need for APA style or references, just be sure it's written well and clearly. Remember to double-check spelling and grammar – including auto-correct functions that may change some of your intended words! **Points will be taken off for a paper that does not meet these requirements.** Any paper that is shorter than the minimum page requirement or that does not address the required sections will lower your overall grade so that a full final A grade is not permissible.

Since your paper will be due at the last class, you *must* include a self-addressed stamped envelope (**SASE**) if you are turning in a hard copy (remember enough postage – I recommend 3 stamps!). I will mail your graded papers back to you as soon as possible after class ends. You are always welcome to submit the paper electronically instead, but no graded paper will be mailed back without a SASE.

Some comments about self-disclosure/self-reflection

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective therapist must be a whole person. Indeed, in the practice of counseling and therapy, it is the person of the therapist that is a major component of healing. As a therapist-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/or in written assignments. We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material that does not include the person of the therapist-in-training.

Disability Accommodations:

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

Tentative Schedule

| <u>Date</u> | <u>Topic</u> | <u>Reading Due</u> |
|-------------------------|--|--|
| 04/01 | <u>Introduction</u> Discuss syllabus, intro to class Video: David Schnarch | |
| 04/08 | <u>Sexuality in Development</u> 1 st reflection paper due Fetal development Child/adolescent sexuality | Sex Matters, Ch. 1, 3 Male Sexuality, Ch. 1 Guide (Camino pdf, Ch. 63) Chart: Childhood Sexual Bx |
| 04/15 | <u>History of Sexuality Studies & Sex Therapy</u> 2 nd reflection paper due Research methods & theories DSM diagnoses | Male Sexuality, Ch. 2 Intimacy, Ch. 1, 2 What Every MPH..., Ch. 1 Article: We're Kinky Not Crazy |
| 04/22 | <u>The Female Sexual Experience</u> 3 rd reflection paper due Guest speaker: Female sexual dysfunctions Film: Le Clitoris Video: Peggy Orenstein Ted Talk Film: Selfloving | Sex Matters, Ch 4, 8 Intimacy, Ch. 3, 4 Guide, Ch. 11, 12, (Camino pdf, Ch. 47) Article: Straight Women are Having... |
| 04/29 | <u>The Male Sexual Experience</u> 4 th reflection paper due Guest speaker: Male sexual dysfunctions Film: You Can Last Longer Film: The Mask You Live In | Male Sexuality, Ch. 3, 4 Guide, Ch. 5, 6, 10, 47 |
| 05/06 | <u>Sex Therapy with Couples</u> 5 th reflection paper due Sex therapy with couples Sexuality and aging | Intimacy, Ch. 5, 6, 7 What Every MPH..., Ch. 11 Article: What Is Asexuality |
| 05/13 | <u>Assorted Topics in Sex Therapy/Sexuality</u> 6 th reflection paper due Pornography, compulsive sexual behaviors Guest speaker: Surrogate partner therapy | Gay Affirmative, Ch. 2 Sex Therapy, Ch. 5 Guide, Ch. 32, (Camino pdf, Ch. 52) Articles: Sex Addiction (2) |
| 05/20 | <u>Working with the LGBTQ+ Community</u> 7 th reflection paper due LGBTQ+ issues in therapy Panel: Transgender/Non-Binary | Gay Affirmative, Ch. 6, 12 Sex Therapy, Ch. 19 Article: Being Article: Transgender Puberty Diversity Open Letter |
| 06/03 (skip a week!) | <u>Non-Traditional Sexual Expression</u> 8 th reflection paper due Guest speakers: Open Relationships BDSM | Opening Up, Ch. 4, 6, 7 Consensual Nonmonogamy, Ch. 2 Outsiders, Intro & Ch. 1 |
| 06/10 | <u>Closing</u> Final paper due Film: Intersexion Countertransference, attraction, other sticky issues | Chart: Disorders of Sexual Dev. What Every MPH..., Ch. 15 |

Extra On Camino: There are additional book chapters, articles, and such on Camino that are part of your required reading. For your reference, the book chapters are from:

Buehler, Stephanie. (2013). *What Every Mental Health Professional Needs to Know About Sex*. New York: Springer Publishing Company.

Kleinplatz, Peggy (Ed.). (2012). *New Directions in Sex Therapy: Innovations and Alternatives, 2nd Edition*. New York: Routledge Taylor and Frances Group.

Kort, Joe. (2008). *Gay Affirmative Therapy for the Straight Clinician: The Essential Guide*. New York: W. W. Norton & Company, Inc.

Orion, Rhea. (2018). *A Therapist's Guide to Consensual Nonmonogamy: Polyamory, Swinging, and Open Marriage*. New York: Routledge.

Ortmann, David & Sprott, Richard. (2015). *Sexual Outsiders: Understanding BDSM Sexualities and Communities*. Maryland: Rowman & Littlefield Publishers, Inc.

Schnarch, David. (2011). *Intimacy and Desire: Awaken the Passion In Your Relationship*. New York: Beaufort Books.

Taormino, Tristan. (2008). *Opening Up: A Guide to Creating and Sustaining Open Relationships*. California: Cleis Press Inc.