

Syllabus

Course Overview

This course is delivered in the GuidedPath format. This course is designed to provide you with information and resources on the topic of human sexual development across the life span. Sexual functioning and sexual development tend to be critical to the human experience and are keenly tied to an individual's biological, psychological, sociological, and spiritual wellness. To the degree that an individual suffers in these domains is the degree that we likely can predict suffering in their sexual health.

It is important to note that much of the information contained in this course may be sensitive, personal, and somewhat controversial. It is likely to highlight and question your own values and beliefs on topics of sexuality. Many individuals are not accustomed to, nor do they relish, the idea of discussing details about their sexual functioning and health with another person. It is for this reason that it is our responsibility as clinical mental health counselors to be comfortable with these topics. It is important for us to be able to present clinically based information about sexuality and sexual functioning in a comfortable atmosphere for the client.

This may not be easy to do, especially if your own personal experiences regarding sexuality have been discreet. It may feel somewhat strange or uncomfortable to be talking with clients about topics such as orgasms, masturbation, rape, or erectile dysfunction. Clinical mental health counselors have these discussions in many different ways, including joining the client in their own language about the topic (this can include a considerable amount of slang words to describe sexual acts and anatomical features), seeking guidance and supervision when feeling conflicted or uncomfortable about a topic, further academic and scientific reading to have a solid understanding on treatment and interventions, and by simply practicing talking about sex, sexual functioning, and sexual dysfunction in an open and honest fashion.

Because these topics may be difficult for many individuals to discuss, please be considerate and sensitive of these concepts during your reading, studying, and responding as part of unit discussions. Please be aware that your own level of comfort, as well as the level of comfort of others in the course, may be dramatically different and that this will require sensitivity and respect, just as it will when you are presented with a client whose comfort and experiences regarding sexuality are different from your own.

Finally, please remember to phrase your initial posts and responses with the [American Counseling Association \(ACA\) Code of Ethics](#) in mind. A respectful and ethical discussion on topics of sexuality is not only important but essential to further all of our knowledge and understanding of the topics at hand.

SafeAssign

This course requires you to utilize the SafeAssign tool. The SafeAssign source matching tool is available via a link in the courseroom. SafeAssign supports the development of your skills in preparing written coursework—both discussions and assignments. Each submission generates a report to help ensure that you have used outside sources ethically and effectively. By submitting work to SafeAssign as drafts, you can make revisions before submitting final work for grading.

Visit [SafeAssign](#) on Campus to see more information and instructions for using SafeAssign.

CACREP Alignment

COUN5225 COURSE COMPETENCIES	CACREP 2016 STANDARDS
1. Evaluate theories and concepts of human psychosexual development across the lifespan.	MHC.1b - Theories and models related to clinical mental health counseling. 2.F3a - Theories of individual and family development across the lifespan. 2.F3c - Theories of normal and abnormal personality development. 2.F3e - Biological, neurological, and physiological factors that affect human development, functioning, and behavior. 2.F3i - Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
2. Evaluate individual, couples, family, group, and community strategies for working with and advocating for diverse populations in order to address issues of human sexuality.	MHC1.c - Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

COUN5225 COURSE COMPETENCIES	CACREP 2016 STANDARDS
	<p>MHC.2c - Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.</p> <p>MHC.2j - Cultural factors relevant to clinical mental health counseling.</p> <p>2.F3f - Systemic and environmental factors that affect human development, functioning, and behavior.</p> <p>2.F5b - A systems approach to conceptualizing clients.</p>
<p>3. Apply ethical and legal considerations in issues of sexuality specifically related to the practice of counseling.</p>	<p>MHC.2l - Legal and ethical considerations specific to clinical mental health counseling.</p> <p>2.F1i - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p> <p>2.F2c - Multicultural counseling competencies.</p>
<p>4. Apply treatment, referral, and prevention strategies to human sexuality disorders.</p>	<p>MHC.2b - Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.</p> <p>MHC.2d - Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD).</p> <p>2.F5g - Essential interviewing, counseling, and case conceptualization skills.</p> <p>2.F5h - Developmentally relevant counseling treatment or intervention plans.</p>
<p>5. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the counseling profession.</p>	

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate theories and concepts of human psychosexual development across the lifespan.
- 2 Evaluate individual, couples, family, group, and community strategies for working with and advocating for diverse populations in order to address issues of human sexuality.
- 3 Apply ethical and legal considerations in issues of sexuality specifically related to the practice of counseling.
- 4 Apply treatment, referral, and prevention strategies to human sexuality disorders.
- 5 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the counseling profession.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Brodman, J. Z. (2017). *Sex rules! Astonishing sexual practices and gender roles around the world*. Coral Gables, FL: Mango Publishing Group. ISBN: 9781633535930

Hyde, J. S., & DeLamater, J. D. (2017). *Understanding human sexuality* (13th ed.). New York, NY: McGraw-Hill. ISBN: 9781259544989.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: Author.
- American Psychiatric Association. (2013). *Sexual dysfunctions. Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: Author.

- Balzer Carr, B., Ben Hagai, E., & Zurbruggen, E. (2017). Queering Bem: Theoretical intersections between Sandra Bem's scholarship and queer theory. *Sex Roles*, 76(11/12), 655–668.
- Benton, A., Sangaramoorthy, T., & Kalofonos, I. (2017). Temporality and positive living in the age of HIV/AIDS: A multisited ethnography. *Current Anthropology*, 58(4), 454–476.
- Berntson, M. A., Hoffman, K. L., & Luff, T. L. (2014). College as context: Influences on interpersonal sexual scripts. *Sexuality & Culture*, 18(1), 149–165.
- Bloom, Z. D., Gutierrez, D., Lambie, G. W., & Ali, S. (2016). Counselors' comfort with sexuality, attitudes towards pornography, and propensity to assess and treat client issues related to pornography use. *Journal of Mental Health Counseling*, 38(4), 327–345.
- Boucher, M.-E., Groleau, D., & Whitley, R. (2016). Recovery and severe mental illness: The role of romantic relationships, intimacy, and sexuality. *Psychiatric Rehabilitation Journal*, 39(2), 180–182.
- Fallis, E. E., Rehman, U. S., Woody, E. Z., & Purdon, C. (2016). The longitudinal association of relationship satisfaction and sexual satisfaction in long-term relationships. *Journal of Family Psychology*, 30(7), 822–831.
- Gahagan, J., & Colpitts, E. (2017). Understanding and measuring LGBTQ pathways to health: A scoping review of strengths-based health promotion approaches in LGBTQ health research. *Journal of Homosexuality*, 64(1), 95–121.
- Hillman, J. (2017). The sexuality and sexual health of LGBT elders. *Annual Review of Gerontology & Geriatrics*, 37, 13–26.
- Horley, J., & Clarke, J. (2016). Constructing sexuality: A theory of stability and fluidity. *Sexuality & Culture*, 20(4), 906–922.
- Jingshu, Z. (2018). "We're not cheaters": Polyamory, mixed-orientation marriage and the construction of radical honesty. *Graduate Journal of Social Science*, 14(1), 57–78.
- Kar, S. K., Choudhury, A., & Singh, A. P. (2015). Understanding normal development of adolescent sexuality: A bumpy ride. *Journal of Human Reproductive Sciences*, 8(2), 70–74.
- Lim, G. S., Kayanoth, R. K., Broekman, B. F. P., & Chee, C. Y. I. (2018). Perception of a single-session pre-in vitro fertilisation counselling service and attitudes towards support group: A survey of patients in Singapore. *Singapore Medical Journal*, 59(6), 316–321.
- Lorenz, T., Rullo, J., & Faubion, S. (2016). Antidepressant-induced female sexual dysfunction. *Mayo Clinic Proceedings*, 91(9), 1280–1286.
- Luk, B. H.-K., & Loke, A. Y. (2015). The impact of infertility on the psychological well-being, marital relationships, sexual relationships, and quality of life of couples: A systematic review. *Journal Of Sex & Marital Therapy*, 41(6), 610–625.
- Newcombe, B. C., & Weaver, A. D. (2016). Mindfulness, cognitive distraction, and sexual well-being in women. *The Canadian Journal of Human Sexuality*, 25(2), 99–108.
- Reed, G. M., Drescher, J., Krueger, R. B., Atalla, E., Cochran, S. D., First, M. B., . . . Saxena, S. (2016). Disorders related to sexuality and gender identity in the ICD-11: revising the ICD-10 classification based on current scientific evidence, best clinical practices, and human rights considerations. *World Psychiatry*, 15(3), 205–221.
- Schade, L. C., & Sandberg, J. G. (2012). Healing the attachment injury of marital infidelity using emotionally focused couples therapy: A case illustration. *American Journal of Family Therapy*, 40(5), 434–444.
- Scorgie, F., Baron, D., Stadler, J., Venables, E., Brahmabhatt, H., Mmari, K., & Delany-Moretwe, S. (2017). From fear to resilience: Adolescents experiences of violence in inner-city Johannesburg, South Africa. *BMC Public Health*, 17, 51–64.
- Starrs, A. M., & Anderson, R. (2016). Definitions and debates: Sexual health and sexual rights. *The Brown Journal of World Affairs*, 22(2), 7–23.
- Stuart, R. B. (Producer). (2010). Behavioral couples therapy [Video]. Alexander Street.
- Watson, M. A. (Producer). (2006). Portraits in human sexuality: Sexual dysfunction and therapy [Video]. Films on Demand.
- Zou, Z., Song, H., Zhang, Y., & Zhang, X. (2016). Romantic love vs. drug addiction may inspire a new treatment for addiction. *Frontiers in Psychology*, 7, 1436.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association of Sexuality Educators, Counselors and Therapists. (n.d.). AASECT position on sex addiction. Retrieved from <https://www.aasect.org/position-sex-addiction>
- American Counseling Association. (2014). ACA code of ethics. Retrieved from <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- Psychology Today. (2018). Midlife. Retrieved from <https://www.psychologytoday.com/us/conditions/midlife>
- TEDxBeaconStreet (Producer). (2013). Why sex really matters: David Page [Video]. Retrieved from <https://tedxbeaconstreet.com/videos/why-sex-really-matters/>
- Turrell, M. (2012). Sex and the brain: How neuroscience may soon change all our relationships. Retrieved from <https://markturrell.wordpress.com/2012/03/18/sex-and-the-brain-how-neuroscience-may-soon-change-all-our-relationships-6/>

Suggested

Optional

Projects

Project >> Case Study Treatment Plan

Project Overview

For your course project, you will develop a treatment plan for one case study subject that you select from three possible candidates. These potential clients are ethnically diverse and are struggling with psychological disorders related to issues of human sexuality.

During the course of this project, you will:

- Evaluate client information.
- Identify the theory/model that is most appropriate to the situation.
- Describe the cultural norms specific to your client's identified population.
- Discuss the legal and ethical considerations relevant to the sexual issue or issues identified.
- Review the impact of diversity issues on various disorders and their treatments.
- Develop a suggested treatment plan for the client, which includes the completion of a biopsychosocial assessment.

It will be necessary for you to conduct extensive research to help you complete the case study of your choice.

This project will use the *Case Study Treatment Plan* interactive tool, which you can find in Units 1–5 and 7–9 as the second study under the Learning Activities. You will complete the sections of the treatment plan designated for the assignments due in Units 4 and 10. For both assignments, when you click "submit," a PDF will be automatically created, which you will submit as your assignment for a grade.

The work you do for the Unit 4 assignment will be saved in the treatment plan. This gives you the opportunity to build your treatment plan in stages, allowing you to go back and refine your work using feedback from your instructor and additional resources you may have found before submitting the completed treatment plan as your final project assignment in Unit 10. For Unit 10, you will open the treatment plan that you created in Unit 4 and complete your final assignment.

- **Written communication:** It should be free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to the current [APA style and format](#).
- **Number of resources:** Minimum of eight resources.
- **Font and font size:** Times New Roman, 12 point.

Unit 1 >> Introduction and History of Human Sexuality and Research Methods

Introduction

What is sexual normality? What is sexual functioning? What is sex? Is sex synonymous with intercourse?

To understand human sexuality as it pertains to today's academic culture and society, it is necessary to take a closer look at the historical, biological, evolutionary, sociological, and psychological perspectives of human sexuality. This unit provides you with the opportunity to take an objective look at this field to further understand the foundation of today's perspectives.

It is important that those who research human sexuality study the dynamics of human sexual processes, rather than simply learning and generalizing from experience. The information presented in this unit will increase your understanding of the biological, psychological, and sociological aspects of sexual behavior. It is also important for you to understand the systematic methods of gathering evidence provided by the scientific method of research. Operational definitions are essential to the scientific method and are significant, because they increase a researcher's ability to compare and generalize from one study to another.

Learning Activities

u01s1 - Studies

Readings

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 1, "Sexuality in Perspective," pages 1–21.
- Chapter 3, "Sex Research," pages 42–65.

Use the Capella University Library to complete the following:

- Starrs, A. M., & Anderson, R. (2016). Definitions and debates: Sexual health and sexual rights. *The Brown Journal of World Affairs*, 22(2), 7–23.

u01s1 - Learning Components

- Identify theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.
- Identify theories and concepts of human psychosexual development across the lifespan.

u01s2 - Course Project Preparation

Review your course project description, the case studies and video clips in the *Case Study Treatment Plan* media piece (linked in the Resources). For your project, you will select one of these case studies and build your project around that one client. This interactive media piece will also be used to complete each assignment in the project. Detailed instructions for completing each assignment will be provided.

The *Case Study Treatment Plan* media piece will be in the Resources section in the second study activity for Units 1–5 and 7–9.

Course Resources

[Case Study Treatment Plan](#) | Transcript

u01s3 - Using SafeAssign

In this course, you are required to use the [SafeAssign](#) source matching tool to analyze your coursework in specified assignments or discussions.

In preparation for using SafeAssign in this course, refer to the SafeAssign resources on Campus to see more information and instructions for using the tool.

Submitting Your Drafts to SafeAssign

Use the SafeAssign draft option to check your writing to ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your document as a draft.

Course Resources

[SafeAssign](#)

u01d1 - Sexuality Across History

Why is it important to study sexuality across history? Across cultures? Across species? In other words, what can studying sexuality in this way tell us about ourselves? About sexuality? Describe a few ways that our ideas about sex have evolved over the past 100 years in the United States. How has this evolution impacted current counseling practices today when dealing with this issue?

Response Guidelines

Respond to at least one learner who discussed different thoughts, ideas, or techniques. How might the information shared in his or her post be of use to you in terms of further developing your counseling techniques?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

ACA Code of Ethics [PDF]

u01d1 - Learning Components

- Identify theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.

u01d2 - Researching Sex

It can be difficult to conduct research on sex. Some scholars of sexuality argue that the goals of sex research should be describing, explaining, and predicting. Can you think of other goals that might be included? Describe three barriers to research in this area and identify the steps you could take to address each of these barriers to successfully complete your research.

Response Guidelines

Respond to at least one of your peers' postings. How can the challenges and their proposed methodology for meeting those challenges help you further develop your research skills?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

ACA Code of Ethics [PDF]

u01d2 - Learning Components

- Discuss theories and concepts of human psychosexual development across the lifespan.
- Identify theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.

Unit 2 >> Theoretical Perspectives on Sexuality

Introduction

How do we frame our understanding of human sexuality? Just as there are many different ways to look at the world, there are many different ways to view healthy and dysfunctional sexual functioning. This unit explores the various theories and concepts of human psychosexual development. Having a theoretical understanding of sexuality is the foundation for providing services and treatment to clients. As you complete the unit readings, consider which theories best fit your worldview at this moment in time.

Learning Activities

u02s1 - Studies

Readings

Theory

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 2, "Theoretical Perspectives on Sexuality," pages 22–41.

Use the Capella University Library to complete the following:

- Personal Construct Theory.
 - Horley, J., & Clarke, J. (2016). Constructing sexuality: A theory of stability and fluidity. *Sexuality & Culture, 20*(4), 906–922.
- Sexual Script Theory.
 - Bernston, M. A., Hoffman, K. L., & Luff, T. L. (2014). College as context: Influences on interpersonal sexual scripts. *Sexuality & Culture, 18*(1), 149–165.
- Queer Theory and Feminism.
 - Balzer Carr, B., Ben Hagai, E., & Zurbruggen, E. (2017). Queering Bem: Theoretical intersections between Sandra Bem's scholarship and queer theory. *Sex Roles, 76*(11/12), 655–668.

World Perspectives

Use your *Sex Rules! Astonishing Sexual Practices and Gender Roles Around the World* text to read the following chapters:

- "Great Winter Games," pages 116–118.
- "I'll Always be True to You, Darling, in my Fashion," pages 119–121.
- "Tired of Men," pages 122–125.
- "Rules of Engagement," pages 126 and 127.
- "All in the Family," pages 128 and 129.
- "Test Drive Your Marriage," pages 130–133.
- "Lifetime Bachelor Part," pages 134–136.
- "Weird USA Marriage Laws," pages 137–139.

Use the Capella University Library to complete the following:

- Jingshu, Z. (2018). "We're not cheaters": Polyamory, mixed-orientation marriage and the construction of radical honesty. *Graduate Journal of Social Science, 14*(1), 57–78.

Video

View the following from the Capella University Library:

- Stuart, R. B. (Producer). (2010). *Behavioral couples therapy [Video]*. Alexander Street.

In this video, Richard B. Stuart applies basic principles of behavioral therapy to empower clients to change their own behaviors and develop insight and understanding into how what they do influences the behavior of others. Stuart works with Adele and Wesley, a couple with many elements of a successful marriage but struggling to find a way to stay together. While issues from her past trouble Adele, Wesley feels hurt and rejected and does not know how to rekindle his loving feelings for his wife.

With information derived from a brief developmental history and pre-session questionnaires, Stuart is able to quickly dive into the language and metaphor of each client using anecdotes and personal stories to reflect his understanding. He then moves on to identify each of their primary concerns and reframe their understanding of problematic behaviors. After negotiating strategies for achieving a mutually desired solution, the clients are asked to engage in specific behavioral changes that can be evaluated the following week. Consistently focusing on their strengths and the positive aspects of their marriage, Stuart helps Adele and Wesley recommit to each other to successfully undertake the behavioral changes asked for.

This video will be used for this week's discussion, Behavioral Couples Therapy. It is approximately 116 minutes in length.

u02s1 - Learning Components

- Identify theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.
- Identify relevant human sexuality research findings to inform the treatment of client's identified sexual issues.
- Identify the cultural norms specific to the client's identified population (LGBT, polyamory, infertile).
- Discuss the importance of family, social networks, and community systems in the treatment of mental and emotional disorders related to issues of human sexuality.

u02s2 - Course Project Preparation

Preparation for Unit 4 Assignment: Biopsychosocial Assessment

The first assignment for your course project is due in Unit 4. If you have not yet done so, review the course project interactive media piece, *Case Study Treatment Plan*, and select the case study that you want to work with throughout the project.

Preparation for Course Project: Annotated Bibliography

As part of your course project, you will develop an annotated bibliography of resources describing suggested interventions for a client. This will be based on your diagnostic impression as you work through the *Case Study Treatment Plan* media piece.

One way to add annotations is by adding additional information about each of the sources, such as the following example:

Transforming Chaos Into Order

Arling, T.J., (2006). *Understanding order and chaos*. New York: Wylie and Sons.

Arling provides a broad overview of the relationship between ordered and unordered systems. Included in this overview is a discussion of how the contrast between these systems has affected scientific thought over the past 200 years.

Begin to develop a thorough Annotated Bibliography that will be added to the Unit 10 Assignment, Treatment Plan. Review the annotated bibliography links in Resources for helpful information.

You will need a minimum of five current articles from peer-reviewed journals in the counseling or related professions from the Capella University Library. Cite and reference the resources using the current APA guidelines. You may utilize your textbook, but it does not count as one of your five scholarly resources. You are also encouraged to utilize more than five resources if they aid in developing a comprehensive treatment plan.

You should describe each source in your own words, not simply use the provided abstract. As you create the list of books, citations, and articles and the brief of the citations that follows each, give thought to how creating such a document might apply to future endeavors (publishing after completion of your graduate program, pursuit of a doctorate degree, etcetera).

You will add your bibliography to the Treatment Plan section of the interactive *Case Study Treatment Plan*.

Course Resources

[Case Study Treatment Plan](#) | Transcript

[The Annotated Bibliography](#)

[Capella Writing Center: Annotated Bibliography](#)

[What Not To Do: Source Material for the Annotated Bibliography](#) | Transcript

[Developing an Annotated Outline \[PDF\]](#)

u02s3 - Riverbend City: Goals of Counseling Sessions

For the Unit 3 discussion, *Goals of Counseling Sessions: Initial Phase, Working Phase, Closing Phase*, you will use information gained from working through a Riverbend City activity. To ensure you have time to complete your discussion post, take time to review the discussion and view the media piece.

- Click **Riverbend City: Goals of Counseling Sessions** to complete the multimedia presentation.

Course Resources

Riverbend City: Goals of Counseling Sessions

u02d1 - Behavioral Couples Therapy

List the three most salient points for you from the *Behavioral Couples Therapy* video (linked in Resources). Describe the systemic issues that help provide an understanding of the family and discuss how behavioral couples therapy is used to address these issues.

Response Guidelines

Respond to at least one of your peers' posts whose salient points differ from yours by comparing and contrasting your observations regarding the points they identified, the systemic issues, and the use of behavioral couples therapy. Finally, how can you utilize what you have learned from this discussion with your peers to help you enhance your counseling practice?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in Resources), and the potential for you to have a strong personal response to the materials presented. If you have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

ACA Code of Ethics [PDF]

[Behavioral Couples Therapy \[Video\]](#)

u02d1 - Learning Components

- Discuss the importance of family, social networks, and community systems in the treatment of mental and emotional disorders related to issues of human sexuality.

u02d2 - Views on Polyamory Around the World

Polyamory (engaging in multiple consensual sexual relationships) is a controversial practice that has various cultural viewpoints. According to some lifestyles, polyamorous behavior is condemned while others fully accept, even expect such behaviors and view them as traditional standards of human sexuality.

For this discussion, review the *Sex Rules! Astonishing Sexual Practices and Gender Roles Around the World* text and the "'We're Not Cheaters': Polyamory, Mixed-Orientation Marriage and the Construction of Radical Honesty" article (linked in the Resources). Provide a description of a culture that accepts of this sexual behavior and another that does not. Examine your ability to interact with clients whose views on polyamory differ greatly from yours. Share your reactions.

Response Guidelines

Reply to at least one of your peers' posts. Select a post whose views are different from yours, and compare and contrast the posts. How can you use what you have learned to help you handle this type of issue in your own counseling practice?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

"We're Not Cheaters": Polyamory, Mixed-Orientation Marriage and the Construction of Radical Honesty

ACA Code of Ethics [PDF]

u02d2 - Learning Components

- Identify strategies for working with clients in order to address identified issues of human sexuality.
- Discuss the cultural norms specific to the client's identified population (LGBT, polyamory, infertile).
- Identify ethical and legal considerations relevant to client's identified sexual issues.

Unit 3 >> A Life Span Perspective: Conception Through Adolescence

Introduction

Sexual development, similar to biological and psychological development, matures across one's life span. This unit reviews sexuality, beginning in infancy, and then considers the various ways sexuality grows and changes in early childhood, preadolescence, and adolescence.

Learning Activities

u03s1 - Studies

Readings

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 6, "Conception, Pregnancy, & Childbirth," pages 115–151.
- Chapter 7, "Contraception and Abortion," pages 152–183.
- Chapter 9, "Sexuality and the Life Cycle: Childhood and Adolescence," pages 222–243.

Use the Capella University Library to complete the following:

- Kar, S. K., Choudhury, A., & Singh, A. P. (2015). Understanding normal development of adolescent sexuality: A bumpy ride. *Journal of Human Reproductive Sciences, 8*(2), 70–74.
- Scorgie, F., Baron, D., Stadler, J., Venables, E., Brahmhatt, H., Mmari, K., & Delany-Moretwe, S. (2017). From fear to resilience: Adolescents experiences of violence in inner-city Johannesburg, South Africa. *BMC Public Health, 17*, 51–64.

Use the Internet to view the following:

- TEDxBeaconStreet (Producer). (2013). Why sex really matters: David Page [Video]. Retrieved from <https://tedxbeaconstreet.com/videos/why-sex-really-matters/>

Discussion Preparation

For this week's discussion, Goals of Counseling Sessions: Initial Phase, Working Phase, Closing Phase, you will use information gained from working through the activity, *Riverbend City: Goals of Counseling Sessions*. If you haven't already done so, make time early in the week to review the discussion and view the media piece so that you have time to complete your discussion post.

Course Resources

Riverbend City: Goals of Counseling Sessions

u03s1 - Learning Components

- Identify strategies for working with clients in order to address identified issues of human sexuality.
- Identify theories and concepts of human psychosexual development across the lifespan.
- Identify ethical and legal considerations relevant to client's identified sexual issues.
- Identify relevant human sexuality research findings to inform the treatment of a client's identified sexual issues.

u03s2 - Course Project Preparation

The first assignment for your course project is due at the end of Unit 4. If you have not yet done so, you will want to begin your work to allow yourself sufficient time to successfully complete the assignment requirements.

Refer to the assignment in Unit 4 for detailed instructions.

Course Resources

[Case Study Treatment Plan](#) | Transcript

u03d1 - Dealing With Adolescent Pregnancy

Maria is 14 years old, Hispanic and Catholic. She recently found out after taking a home pregnancy test that she was nine weeks pregnant. She has told her best friend, Angela, and they both agree that Maria cannot tell her parents and that the best course of action is to secretly have an abortion. Angela also has recommended that Maria visit the school counselor for advice and direction on what to do and where to go for an abortion. Pretend that you are the school counselor. What advice might you present to Maria? In your advice, be sure to address how you will handle the issue of confidentiality, abortion, and any other choice present for Maria. Additionally, mention your state's laws regarding minors and abortion.

Response Guidelines

Reply to at least one of your peers' posts. Select a post whose recommendations are different from yours, and compare and contrast the posts. How can you use what you have learned to help you handle this type of issue in your own counseling practice?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[ACA Code of Ethics \[PDF\]](#)

u03d1 - Learning Components

- Identify strategies for working with clients in order to address identified issues of human sexuality.
- Identify ethical and legal considerations relevant to client's identified sexual issues.
- Apply doctoral level skill in critical thinking, research, and writing.

u03d2 - Goals of Counseling Sessions: Initial Phase, Working Phase, Closing Phase

Review *Riverbend City: Goals of Counseling Sessions* (linked in the Resources), using the "Goals of Counseling Sessions: Initial Phase, Working Phase, Closing Phase" document (linked in the Resources) to apply to the activity.

In any counseling session, certain criteria are expected to be included throughout the therapeutic process. As indicated in activity and document above, regarding the goals of counseling sessions, phases of the clinical process that are essential to conflict resolution are the initial session, working phase sessions, and termination.

Your site supervisor at Riverbend City has asked you to explore issues of human sexuality as they apply to the case of Maria presented in the previous discussion in this unit. As you continue to examine Maria's presenting issues, what would be your focus during an initial session, a working session, and termination of Maria's therapeutic progress while attending to issues of human sexuality? Refer to the "Goals of Counseling Sessions: Initial Phase, Working Phase, Closing Phase" document as needed to include information that would contribute to Maria's sexual awareness and growth during her adolescent years.

Response Guidelines

Respond to at least one learner who discussed different thoughts, ideas, or techniques. How might the information shared in his or her post be of use to you in terms of further developing your counseling techniques?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

[Riverbend City: Goals of Counseling Sessions](#) | Transcript

Goals of Counseling Sessions: Initial Phase, Working Phase, Closing Phase [DOCX]

ACA Code of Ethics [PDF]

u03d2 - Learning Components

- Discuss theories and concepts of human psychosexual development across the lifespan.
- Identify relevant human sexuality research findings to inform the treatment of client's identified sexual issues.
- Identify strategies for working with clients in order to address identified issues of human sexuality.

u03q1 - Unit 1 and 2 Theory - Part 1

In Units 1 and 2, you studied the counseling theories that are related to human sexuality. This quiz will gauge your understanding of the material presented in those first two units and provide an opportunity for you to demonstrate your mastery of the following course competency:

- Evaluate theories and concepts of human psychosexual development across the life span.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth four points.
- You may access the quiz to view the questions; however, you cannot retake the quiz to change your grade. Once the grade is recorded, it cannot be changed.
- Because you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 4 >> A Life Span Perspective: Adulthood Through Old Age

Introduction

This unit continues to explore sexuality across the life span. We will begin our discussion of adult sexuality with an exploration of sexuality in the single state and then in the coupled state. Sexuality in terms of young adulthood, middle adulthood, and older adulthood is explained. One goal of this unit is to examine our assumptions about sexuality and aging. This requires us to confront some of the myths espoused by our culture regarding these topics.

Learning Activities

u04s1 - Studies

Readings

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 10, "Sexuality and the Life Cycle: Adulthood," pages 244–269.
- Chapter 18, "Sexually Transmitted Infections," pages 452–473.

Use the Capella University Library to complete the following:

- Benton, A., Sangaramoorthy, T., & Kalofonos, I. (2017). *Temporality and positive living in the age of HIV/AIDS: A multisited ethnography*. *Current Anthropology*, 58(4), 454–476.

Use the Internet to complete the following:

- Psychology Today. (2018). *Midlife*. Retrieved from <https://www.psychologytoday.com/us/conditions/midlife>

u04s1 - Learning Components

- Identify theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.
- Identify theories and concepts of human psychosexual development across the lifespan.
- Identify relevant human sexuality research findings to inform the treatment of a client's identified sexual issues.

u04s2 - Course Project Preparation

Your first assignment for your course project is due at the end of this unit. Make sure you allot sufficient time during the week to successfully complete the requirements of the assignment.

Course Resources

[Case Study Treatment Plan](#) | Transcript

u04a1 - Biopsychosocial Assessment

For this assignment, you will first select a client from the Case Study Treatment Plan (see the link in the second study of Unit 4). Complete all components of the Biopsychosocial Assessment form found in the Case Study Treatment Plan for the client you selected. When details from the case are vague or missing, you are welcome to elaborate and add to the case to create a richer client picture.

Please note that this assignment is not a traditional paper like you have written in other courses. This assignment is intended to mimic the initial report that you write for a new client and it is the start of a course project that culminates with a treatment plan for your selected client in Unit 10.

A biopsychosocial assessment is completed during and after the first session with a client. It is a report that offers a comprehensive overview of the client. If you have never written or seen a biopsychosocial report, please research examples online. There is no one way to write this report, yet all reports have domains (health history, education, legal history, and drug/alcohol history) in common. Additionally, these reports tend to end with a diagnosis of the client as well as a treatment plan. To that end, it is essential that the report identifies DSM-5 criteria that support the diagnosis. For example, if a client is diagnosed with depression, then it is expected that diagnostic criteria for depression is evidenced within the report. You will also

need to consider differential diagnosis. Make a list of potential diagnoses and rule out ones that do not align well with your clients presenting symptoms. There may be more than one diagnosis for your client. You will need to consider all possible diagnoses to determine an appropriate treatment plan.

While you would not be citing professional literature throughout a typical biopsychosocial assessment, for this assignment (and all others in this course), you should be supporting your statements with frequent references to professional literature (ideally peer-reviewed journal articles from the past 10 years).

Lastly, remember that your work for this assignment should be written primarily in your own words. Avoid cutting and pasting information from the case into your report; it is better to find a way to summarize this information in your own words.

Instructions

To complete this assignment, you will:

1. Fill in all the boxes on the Biopsychosocial Assessment form.
2. Save your report as a PDF and submit it to the Unit 4 assignment area.

You are encouraged to write the report in a Word document and cut and paste it into the Biopsychosocial Assessment form when you are finished, in case there is a technical glitch while you are filling it out.

The first part of this course project (Unit 4 assignment) is to fill out only the Biopsychosocial part of the Case Study Treatment Plan form, sections:

- Cultural Background.
- Current Symptoms.
- Family Background.
- Social/Community Background.
- Personal Background.
- Medical Background.
- Substance Use Background.
- Mental Health Background.
- Ethical/Legal Background.
- Consultations/Referrals Needed.
- Strategies to Address Presenting Problems.
- Sexuality Research to Support Strategies.

Each of these sections should be filled out comprehensively:

- Describe any cultural norms specific to the chosen client (for example, sexual orientation, religion, or race).
- Describe the importance of family, social networks, and community systems in the treatment of mental and emotional disorders related to issues of human sexuality.
- Describe the client's behavior, including any developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal sexual behavior.
- Identify ethical and legal considerations relevant to the client's identified sexual issues, cite relevant state laws and/or ACA Ethical Codes.
- Identify other professionals that you anticipate will be involved in the care for this client as the treatment continues.
- Explain how you will arrange for communication with them and what you are likely to communicate to each of them.
- Identify the kind of information you will need from each source.
- Describe specific strategies for working with client to address their identified issues and support your discussion and ideas with relevant human sexuality research findings support the identified strategies.

The Treatment Plan is due in week 10 and for this assignment, you will revise any parts of your Biopsychosocial (based on feedback) and complete the sections listed below. For now, place an "NA" in the following sections that are not required for the unit 4 assignment:

- Instruments/Screens to Facilitate Diagnosis.
- DSM-5 Diagnosis.
- Differential Diagnosis.
- Ethical/Legal Consideration of the Diagnosis.
- Short-Term Goals to Address the Diagnosis.
- Long-Term Goals to Address the Diagnosis.
- Strategies to Promote Optimal Sexual Functioning.
- Evidence-Based Treatment Interventions to Support Strategies.
- Treatment Plan Interventions Annotated Bibliography.

These sections will be updated before submitting the Unit 10 assignment. It is necessary to type the "NA" in these sections so that your Unit 4 assignment can be saved and submitted.

When you have completed the Biopsychosocial Assessment, click **Save** and then **Preview**. When the preview screen appears, notice that you can either generate a PDF of the biopsychosocial document or e-mail the document to yourself. You are permitted to do either. Submit a copy of the PDF Biopsychosocial Assessment to the Unit 4 assignment area.

Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_Assignment_Title (for example: Ima_Learner_u03a1_Assignment_Title).

Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Course Resources

[APA Style and Format](#)

[Case Study Treatment Plan](#) | Transcript

[DSM-5](#)

[SafeAssign](#)

u04d1 - Factors That Impact the Sexual Behaviors of Adults

Consider the various developmental crises, disabilities, psychopathology, and situational and environmental factors that affect both normal and abnormal sexual behaviors of adults. These can include events such as loss, death, birth, addiction, disease, financial distress, divorce, or living with HIV or AIDS, etcetera.

For this discussion, develop a mini case study for a theoretical client with whom you are currently meeting in your office. The topic of conversation revolves around a personal event that the client encountered. Describe your client, including pertinent details regarding diversity. Detail how the event you are discussing with your client could impact his or her sexual functioning. Describe in layman's terms for the client the individual sexual developmental issues that may be at hand.

Response Guidelines

Respond to at least one of your peers' posts. Offer your opinion regarding your classmate's assessment of the potential impact of the event on the client's sexual functioning and continued sexual development. What can you take away from this discussion that will help you strengthen your counseling skills?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[ACA Code of Ethics \[PDF\]](#)

u04d1 - Learning Components

- Discuss theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.
- Discuss relevant human sexuality research findings to inform the treatment of client's identified sexual issues.

Unit 5 >> Gender and Sexual Orientation

Introduction

This unit addresses the biological, psychological, and sociological aspects of gender, gender typing, and psychological androgyny. It also discusses the influence of nature and nurture on gender.

One of the basic concepts to be taken from this unit is that biological and environmental factors interact to make us the men and women we become. Another is that being a female or male, a woman or a man, may not be as straightforward as is often thought.

Finally, this unit clarifies how cultural and social influences interact with gender, impacting differently on females and males as they grow and develop. These basic concepts form a foundation on which other aspects of our sexuality can be viewed.

Learning Activities

u05s1 - Studies

Readings

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 12, "Gender and Sexuality," pages 302–322.
- Chapter 13, "Sexual Orientation: Gay, Straight, or Bi?," pages 323–349.

Use your *Sex Rules! Astonishing Sexual Practices and Gender Roles Around the World* text to read the following chapters:

- "Looking for a few good men!" pages 31–35.
- "The 'Opposite' Sex," pages 91–93.
- "How Many Genders Are There?," pages 94–97.

Use the Capella University Library to read the following:

- Gahagan, J., & Colpitts, E. (2017). Understanding and measuring LGBTQ pathways to health: A scoping review of strengths-based health promotion approaches in LGBTQ health research. *Journal of Homosexuality*, 64(1), 95–121.
- Hillman, J. (2017). The sexuality and sexual health of LGBT elders. *Annual Review of Gerontology & Geriatrics*, 37, 13–26.

u05s1 - Learning Components

- Identify the cultural norms specific to the client's identified population (LGBT, polyamory, infertile).
- Identify evidence-based systemic counseling interventions related to issues of human sexuality.

u05s2 - Course Project Preparation

Your second course project assignment is due at the end of Unit 6. If you have not yet done so, you will want to begin work on this assignment now to allow yourself sufficient time to successfully meet the requirements.

A detailed description of the assignment can be found in Unit 6.

Course Resources

[Case Study Treatment Plan](#) | Transcript

u05d1 - Sexual Orientation: Nature Versus Nurture

Is sexual orientation created by nature or nurture? Clients will present with strong beliefs in both directions. For this discussion, identify your personal beliefs regarding nature versus nurture, and discuss how you might work with clients who take strong positions that differ from your own.

Response Guidelines

Respond to at least one of your peers' posts who has listed strategies that differ from yours and that you think you can incorporate into your own practice. Describe what it is about those strategies that resonates with you.

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

ACA Code of Ethics [PDF]

u05d1 - Learning Components

- Identify strategies for working with clients in order to address identified issues of human sexuality.
- Discuss theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.
- Apply doctoral level skill in critical thinking, research, and writing.

u05d2 - Sexual Orientation: A Parent's Concerns

A 15-year-old adolescent boy and his parents seek your clinical services. The boy has shared that he is struggling with his sexual orientation, has become attracted to other males, and has had these feelings for the last year. His parents are concerned about his homosexual thoughts and ask that you provide your expertise about human sexuality and knowledge of the LGBTQ community. What information might you provide the family so that this issue can be resolved for both the parents and their son?

Response Guidelines

Respond to at least one of your peers' posts that differs from you in regard to how to address the issue. Compare and contrast your posts, and describe why you feel your responses differ. Discuss your level of comfort dealing with such a situation, and describe steps you might need to take to address issues that could impact your ability to work with this family. Include any legal and ethical considerations.

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

ACA Code of Ethics [PDF]

u05d2 - Learning Components

- Discuss the cultural norms specific to the client's identified population (LGBT, polyamory, infertile).
- Discuss relevant human sexuality research findings to inform the treatment of client's identified sexual issues.
- Identify systems perspectives that provide an understanding of family and other systems theories, as it pertains to human sexuality.
- Apply doctoral level skill in critical thinking, research, and writing.

Unit 6 >> Sexual Functioning

Introduction

Neurobiological and physiological research have contributed to our understanding of the psychobiology of love, sex, and attachment. Interpersonal attraction and the concept of romantic love, loneliness, intimacy, and communication skills that help improve relationships, as well as the sexual aspects associated with each of these topics, are addressed.

In this unit, you will learn about how different hormones play roles in the psychobiology of social bonding as well as in sexual motivation and human partnering. Sexual attraction is determined by physical attractiveness in most cultures; however, there are cultural differences in this to consider. Western cultures, for example, have a long tradition of idealizing the concept of romantic love.

Learning Activities

u06s1 - Studies

Readings

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 8, "Sexual Arousal," pages 184–221.
- Chapter 11, "Attraction, Love, and Communication," pages 271–301.

Use the Capella University Library to read the following:

- Fallis, E. E., Rehman, U. S., Woody, E. Z., & Purdon, C. (2016). [The longitudinal association of relationship satisfaction and sexual satisfaction in long-term relationships](#). *Journal of Family Psychology, 30*(7), 822–831.
- Zou, Z., Song, H., Zhang, Y., & Zhang, X. (2016). [Romantic love vs. drug addiction may inspire a new treatment for addiction](#). *Frontiers in Psychology, 7*, 1436.

Use the Internet to complete the following:

- Turrell, M. (2012). [Sex and the brain: How neuroscience may soon change all our relationships](https://markturrell.wordpress.com/2012/03/18/sex-and-the-brain-how-neuroscience-may-soon-change-all-our-relationships-6/). Retrieved from <https://markturrell.wordpress.com/2012/03/18/sex-and-the-brain-how-neuroscience-may-soon-change-all-our-relationships-6/>

Multimedia

Complete the following Capella multimedia presentation:

- [The Human Sexual Response Cycle](#).

u06s1 - Learning Components

- Identify theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.
- Identify theories and concepts of human psychosexual development across the lifespan.
- Identify strategies designed to promote optimal sexual functioning.

u06a1 - Identifying Relevant Theories and Models

To complete this assignment, use the required APA "Identifying Relevant Theories and Models Template," linked in the Resources. Using the same client that you used for Unit 4 Biopsychosocial Assessment assignment, address the following sections:

- Theory Identification:
 - Review three theories that you feel might be appropriate for addressing the client's sexual problem. Include a section on how neuroscience has facilitated our understanding of the client's problem.
 - Pick the theory you believe best represents the client's situation, and provide a rationale for your selection.
 - In addition, describe a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions as it pertains to human sexuality.
- Reference:

- Continue to add to your references list. Make sure that your references support the theory and model selections you selected. Continue to build the Reference section by adding the references you utilized to complete this section of your treatment plan.

Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_Assignment_Title (for example: lma_Learner_u03a1_Assignment_Title).

Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Course Resources

Identifying Relevant Theories and Models - Template [DOCX]

[APA Style and Format](#)

[SafeAssign](#)

u06d1 - Developing Prevention and Education Activities

Directions

Create a pamphlet or small booklet that helps promote optimal human development, wellness, and mental health through prevention and education activities related to human sexuality and theories of learning and personality development as they apply to human sexuality concepts. Include information for young couples that identifies the theory of learning and personality development most consistent with your worldview and its key features, potential developmental crises and disabilities, as well as situational and environmental factors that contribute to healthy sexual behavior. Use language and pictures that would be understandable and generally acceptable by most adults. For your discussion post, initial post, please attach this pamphlet or small booklet to your post, which includes a one-paragraph reflection about why the theory of learning and personality development is most consistent with your worldview.

Peer response

Respond to at least one learner whose worldviews differ from yours and whose post you felt was most thought-provoking. What did you take from that post that either caused you to reconsider or strengthen your worldviews? For your peer's pamphlet, share what it is you particularly liked about your classmates' efforts and how you are going to incorporate that information into your own practice.

In your responses, be sure to be considerate of other learners' perspectives. Also, consider the ACA Code of Ethics (linked in the Resources), and your potential to have a strong personal response to the materials presented. If you find yourself having a strong personal response to the materials, please address how you believe this will impact your work with clients and develop an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

[ACA Code of Ethics \[PDF\]](#)

u06d1 - Learning Components

- Discuss theories and concepts of human psychosexual development across the lifespan.
- Identify theories of learning and personality development as they apply to human sexuality concepts, including current understandings about neurobiological behavior.
- Identify strategies designed to promote optimal sexual functioning.

Unit 7 >> Sexual Dysfunction

Introduction

This unit explores atypical sexual behaviors, as well as sexual dysfunctions. It can be simplistic to label any particular behavior automatically as a problem. Several criteria are given that can be used to help define sexual problems and put problematic sex into a more realistic and sensible perspective.

The determination as to when some sexual orientation, preference, or behavior becomes a problem can be highly subjective. It often needs to be viewed within the context of an individual's reactions, lifestyle, and the surrounding cultural and social belief systems. The best ways for counselors to help clients prevent and deal with sexual problems is to teach them to be knowledgeable about human sexuality, to help them develop communication skills, to encourage them to keep realistic expectations about sex, and to promote caution and responsibility.

Learning Activities

u07s1 - Studies

Readings

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 14, "Variations in Sexual Behavior," pages 350–375.
- Chapter 16, "Sex for Sale," pages 399–427.
- Chapter 17, "Sexual Disorders and Sex Therapy," pages 429–451.

Use the Capella University Library to complete the following:

- Lorenz, T., Rullo, J., & Faubion, S. (2016). [Antidepressant-induced female sexual dysfunction](#). *Mayo Clinic Proceedings*, 91(9), 1280–1286.
- Reed, G. M., Drescher, J., Krueger, R. B., Atalla, E., Cochran, S. D., First, M. B., . . . Saxena, S. (2016). [Disorders related to sexuality and gender identity in the ICD–11: revising the ICD–10 classification based on current scientific evidence, best clinical practices, and human rights considerations](#). *World Psychiatry*, 15(3), 205–221.

Multimedia

Complete the following Capella multimedia presentation:

- [Sexual Dysfunction and the Response Cycle](#).

Video

Use the Capella University Library to view the following video:

- Watson, M. A. (Producer). (2006). [Portraits in human sexuality: Sexual dysfunction and therapy](#) [Video]. Films on Demand.

u07s1 - Learning Components

- Identify relevant human sexuality research findings to inform the treatment of client's identified sexual issues.
- Identify evidence-based systemic counseling interventions related to issues of human sexuality.

u07s2 - Course Project Preparation

You have completed the first two assignments associated with your course project. Your final assignment is due in Unit 10. Although it may seem early to start, consider that your last assignment is labor-intensive. Take some time during this unit to review the assignment and develop a plan that will allow you enough time to successfully meet the requirements.

Course Resources

[Case Study Treatment Plan](#) | Transcript

u07d1 - Sexual Dysfunctions and DSM-5

Review the sexual dysfunctions listed in the *DSM-5* (linked in the Resources), then choose one and develop a hypothetical case based on that dysfunction. After watching *Portraits in Human Sexuality: Sexual Dysfunction and Therapy* video (linked in the Resources), complete the following:

- Briefly describe a client, such as 25-year old Hispanic female, 56-year old African American male, or another, and apply DSM-5 criteria of the sexual dysfunction selected.
- Discuss how you might address those challenges.

Response Guidelines

Respond to a peer who selected a diagnosis that differs from what you selected. How can you use the information contained in that post to inform your practice?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

[DSM-5](#)

[Sexual Dysfunctions](#)

[ACA Code of Ethics \[PDF\]](#)

[Portraits in Human Sexuality: Sexual Dysfunction and Therapy](#)

u07d1 - Learning Components

- Discuss biopsychosocial assessment to determine sexual functionality.
- Identify strategies designed to promote optimal sexual functioning.

u07q1 - Unit 1 and 2 Theory - Part 2

In Units 1 and 2, you studied the counseling theories that are related to human sexuality. You then took the quiz, Units 1 and 2 Theories – Part 1, in Unit 3.

As with that quiz, this one will gauge your understanding of the material presented in those first two units and provide an opportunity for you to demonstrate your mastery of the following course competency:

- Evaluate theories and concepts of human psychosexual development across the life span.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth four points.
- You may access the quiz to view the questions; however, you cannot retake the quiz to change your grade. Once the grade is recorded, it cannot be changed.
- Because you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 8 >> Counseling and Treatment Interventions for Problems Related to Human Sexuality

Introduction

Assessment, treatment, and diagnosis of sexual issues are the focus of this unit's discussions. Based on a theoretical orientation and a diagnosis, counselors implement various techniques to help clients find relief and healing from sexual problems. Several intervention techniques are addressed in the unit readings.

Learning Activities

u08s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Lim, G. S., Kayanoth, R. K., Broekman, B. F. P., & Chee, C. Y. I. (2018). Perception of a single-session pre-in vitro fertilisation counselling service and attitudes towards support group: A survey of patients in Singapore. *Singapore Medical Journal*, 59(6), 316–321.
- Luk, B. H.-K., & Loke, A. Y. (2015). The impact of infertility on the psychological well-being, marital relationships, sexual relationships, and quality of life of couples: A systematic review. *Journal Of Sex & Marital Therapy*, 41(6), 610–625.
- Newcombe, B. C., & Weaver, A. D. (2016). Mindfulness, cognitive distraction, and sexual well-being in women. *The Canadian Journal of Human Sexuality*, 25(2), 99–108.
- Schade, L. C., & Sandberg, J. G. (2012). Healing the attachment injury of marital infidelity using emotionally focused couples therapy: A case illustration. *American Journal of Family Therapy*, 40(5), 434–444.

u08s1 - Learning Components

- Identify relevant human sexuality research findings to inform the treatment of client's identified sexual issues.
- Complete a biopsychosocial assessment to determine sexual functionality.

u08s2 - Course Project Preparation

Your final course project assignment is due at the end of Unit 10. If you have not yet done so, begin your work on this assignment; it is likely that you will need to allot a significant amount of time to successfully meet the requirements. Refer to Unit 10's Treatment Plan assignment for a detailed description.

Course Resources

[Case Study Treatment Plan](#) | [Transcript](#)

u08d1 - Addicted to Sex

Sally presents for counseling and states, "I am addicted to sex." She says that she knows this because she took a quiz on the Internet and received a score that read, "Go see a counselor." Additionally, she states that it is not uncommon for her to go home from the bar with strangers simply to have sex. She states she thinks about sex all the time and masturbates when she cannot have sex. She sometimes looks at pornography on the Internet but states, "I am more interested in reality than fantasy." She does acknowledge that she was in trouble twice at work for pornography on her computer. She states that she pays for sex at least 3–4 times a month. She says that she has been this way ever since she can remember. She is worried that if her partner finds out, she "will be in big trouble!"

Review the AASECT position statement on sexual addiction (linked in the Resources) and identify a potential *DSM-5* (linked in the Resources) diagnosis for Sally's present situation. Suggest three options for treatment based on the diagnosis. Be sure to address if Sally needs a referral for medication.

Response Guidelines

Respond to at least one of your peers' posts whose suggestions for treatment differ from yours, comparing and contrasting your suggestions. What have you learned from comparing your posts that you can utilize to help strengthen your practice?

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

[AASECT Position on Sex Addiction](#)

[DSM-5](#)

ACA Code of Ethics [PDF]

u08d1 - Learning Components

- Identify relevant human sexuality research findings to inform the treatment of client's identified sexual issues.
- Identify evidence-based systemic counseling interventions related to issues of human sexuality.

Unit 9 >> Ethical, Spiritual, and Legal Aspects of Human Sexuality

Introduction

All sexual values are cultural values. What is considered right or wrong is based on a series of cultural contexts. A person's value system, ultimately, is involved in making responsible sexual decisions. It is also true that making choices is deeply intertwined with our sexual experiences. Sex is a natural function, and the ways in which we express our sexuality are matters of personal choice. This unit addresses the issues of ethics and law, and how they are related to human sexuality. Additionally, learners will explore a number of cultural issues to help identify personal values regarding these issues.

Learning Activities

u09s1 - Studies

Readings

Use your *Understanding Human Sexuality* text to read the following:

- Chapter 19, "Ethics, Religion, and Sexuality," pages 474–497.
- Chapter 20, "Sex and the Law," pages 499–525.

Use your *Sex Rules! Astonishing Sexual Practices and Gender Roles Around the World* text to read the following chapters:

- "In the Eye of the Beholder," pages 178–179.

Use the Capella University Library to complete the following:

- Bloom, Z. D., Gutierrez, D., Lambie, G. W., & Ali, S. (2016). Counselors' comfort with sexuality, attitudes towards pornography, and propensity to assess and treat client issues related to pornography use. *Journal of Mental Health Counseling*, 38(4), 327–345.

u09s1 - Learning Components

- Identify relevant human sexuality research findings to inform the treatment of client's identified sexual issues.
- Identify ethical and legal considerations relevant to the client's diagnosis.
- Identify strategies designed to promote optimal sexual functioning.

u09s2 - Course Project Preparation

Your final course project assignment is due at the end of Unit 10. Make sure to budget some time during this unit to successfully complete your project.

Refer to the complete assignment description to help guide you in your work.

Course Resources

[Case Study Treatment Plan](#) | [Transcript](#)

u09d1 - Ethical Dilemma

Write a one paragraph counseling session describing an ethical dilemma involving sexuality. Write a three-paragraph description detailing how a counselor could handle this ethical dilemma. Include the need for multicultural awareness, knowledge, and skills in order to address the situation correctly. Be sure to cite the ACA Code of Ethics (linked in the Resources) in your response.

Response Guidelines

Respond to at least one of your peers, selecting a dilemma in which you disagree with the description of how a counselor could handle it. Explain why you disagree with the original post, what you would do differently, and why you feel your approach is preferable.

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[ACA Code of Ethics \[PDF\]](#)

u09d1 - Learning Components

- Identify ethical and legal considerations relevant to the client's diagnosis.
- Identify evidence-based systemic counseling interventions related to issues of human sexuality.
- Apply doctoral level skill in critical thinking, research, and writing.

u09d2 - In the Eye of the Beholder

The terms “beauty,” “beautiful,” or “attractive” have different meanings according to culture and geographical location. Locate a peer-reviewed article that discusses human characteristics that may be viewed as beautiful or attractive according to members of a culture other than your own. Explain what impact this might have on your practice.

Response Guidelines

Respond to at least one other learner’s discussion post, explaining how new information regarding cultural values as they apply to attraction and human sexuality will enhance your clinical skills.

In your responses, be sure to be considerate of other learners’ perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

ACA Code of Ethics [PDF]

u09d2 - Learning Components

- Identify relevant human sexuality research findings to inform the treatment of client’s identified sexual issues.
- Identify strategies designed to promote optimal sexual functioning.

Unit 10 >> Expectations, Future Considerations, and Limitations

Introduction

As a learner, you have spent the last nine weeks learning and being challenged to broaden your perspective and understanding of human sexuality. This unit addresses limitations that learners may experience in their role as counselor. Various ways to handle these limitations are also addressed. Additionally, the readings prompt consideration on many topics of sexuality as we move into the future.

Learning Activities

u10s1 - Studies

Readings

Use your *Understanding Human Sexuality* text to read the following:

- Epilogue, "Looking to the Future: Sexuality Education," pages 526–535.

Use the Capella University Library to complete the following:

- Boucher, M.-E., Groleau, D., & Whitley, R. (2016). Recovery and severe mental illness: The role of romantic relationships, intimacy, and sexuality. *Psychiatric Rehabilitation Journal*, 39(2), 180–182.

u10s1 - Learning Components

- Identify strategies for working with diverse clientele in order to address issues of human sexuality.

u10a1 - Treatment Plan

For your final course project assignment, you will complete the remaining portion of the interactive *Case Study Treatment Plan* for the same client you selected to study in Unit 4 and 6 assignments. Be sure to address all components of the Treatment Plan section:

- Provide a diagnosis. Describe ethical and legal considerations relevant to the client's diagnosis; describe what needs to be done to address these issues.
 - *DSM-5* diagnosis.
 - Differential diagnosis.
 - Ethical and legal considerations of diagnosis.
- Describe strategies designed to promote optimal sexual functioning and explains why these strategies are most appropriate for dealing with the client's identified issues regarding sexuality.
 - Short-term goals, based on theory choice from Unit 6 assignment.
 - Long-term goals, based on theory choice from Unit 6 assignment.
- Briefly describe three evidence-based systemic counseling interventions designed to promote optimal sexual functioning.
 - Evidence-based treatment interventions.
- Apply relevant human sexuality research findings to inform the treatment of client's identified sexual issues.
 - Relevant research to support diagnosis and treatment plan.
- The written report is concise, balanced, logically organized, and it conforms to APA format and standards consistent with expectations for graduate-level writing.
 - Cite and reference the resources that support your treatment interventions using the current APA guidelines. Utilize a minimum of six current articles from peer-reviewed journals in the counseling or related professions, from the Capella University Library. You may utilize your textbook, but it does not count as one of your six scholarly resources. You are also encouraged to utilize more than six resources, if they aid in developing a comprehensive treatment plan.

Note: Since you are not a seasoned mental health professional as of yet, you will not be graded on misdiagnosis.

Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format:

- Your_Name_AssignmentNumber_Assignment_Title (for example: lma_Learner_u03a1_Assignment_Title).

Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Course Resources

[Case Study Treatment Plan](#) | Transcript

[DSM-5](#)

[APA Style and Format](#)

[SafeAssign](#)

u10d1 - Identifying Personal Limitations

Considering the information learned and gained throughout this course, detail at least three areas in which you can recognize personal limitations or biases as a clinical mental health counselor regarding issues of human sexuality. Develop a plan of action for professional development that will help you challenge your biases and better respond to counseling interactions that trigger such biases. Be sure to address when you will seek supervision or refer clients as appropriate.

Response Guidelines

Respond to at least one of your peers' posts. Provide them with at least one suggestion for an action they can incorporate into their professional development plan.

In your responses, be sure to be considerate of other learners' perspectives, the ACA Code of Ethics (linked in the Resources), and the potential for yourself to have a strong personal response to the materials presented. If you find yourself to have a strong personal response to the materials, please address how you believe this will impact your work with clients and an action plan to address your strong thoughts about the topic.

Course Resources

Graduate Discussion Participation Scoring Guide

ACA Code of Ethics [PDF]

u10d1 - Learning Components

- Demonstrate personal awareness of attitudes, beliefs, understandings, and acculturative experiences as related to human sexuality that contribute to an understanding of self and culturally diverse clients.
- Identify strategies for working with diverse clientele in order to address issues of human sexuality.