

## Syllabus

### Course Overview

This 10-week course explores sexual functioning, sexual orientation, and attitudes toward sexuality in couples and families. You will understand how to work with sexual issues in therapy practice through videos, animations, scholarly readings, and discussions.

You will learn that sexual orientation is not binary, but instead a continuum. You will also explore effective means of working with diverse clientele.

You will be introduced to the various types of sexual difficulties and their possible reasons for occurring and will apply this knowledge in an in-depth discussion of case studies and creation of a treatment plan for clients with sexual difficulties.

There is a graded quiz in Unit 2 on human sexuality.

You will engage in reflective practice to identify your attitudes, beliefs, and biases in providing therapy for sexual issues.

You will also create a comprehensive treatment plan for a couple's case involving a sexual issue.

Each of the five units allows two weeks to complete the study activities, discussion questions, and any assignments.

### Preserving Confidentiality

During this course, you will be asked to examine your own beliefs and analyze your own experiences. You may be asked to discuss events that helped to shape your understanding of ethics in the marriage and family therapy profession, or use situations you have encountered in your professional experience as examples for discussion. If you share any information regarding real-world events, you are expected to protect the confidentiality of all individuals involved in the example or situation. Do not provide any identifying information about clients, therapists, or any other individuals. Substitute made-up names for the actual names of people and organizations. You will be expected to conform to the legal and ethical codes that are the subject of this course to preserve the confidentiality of all parties.

### 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.

### Standards and Course Competencies

<b><i>MFT5226 Course Competencies</i></b>	<b><i>Version 12 COAMFTE Standards</i></b>
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**MFT5226 Course Competencies**

**Version 12  
COAMFTE  
Standards**

1. Apply family therapy systemic models when working with couples and families around issues of sexual function and sexual orientation.

FCA 1:  
Foundations of  
Relational or  
Systemic  
Practice,  
Theories and  
Models.

*SLO-1.  
Knowledge and  
Research  
Effectively  
integrate and  
apply research  
and theories in  
the practice of  
marriage and  
family therapy,  
including  
systemic and  
relational  
theories;  
theories of  
individual and  
family  
development  
across the life  
span.*

<b>MFT5226 Course Competencies</b>	<b>Version 12 COAMFTE Standards</b>
2. Apply ethical and culturally relevant approaches to sexual issues within couples and family therapy.	<p>FCA 2: Clinical Treatment with Individuals, Couples and Families.</p> <p>FCA 3: Diverse, Multicultural and Underserved Communities.</p> <p>FCA 5: Professional Identity, Law, Ethics and Social Responsibility.</p> <p><i>SLO - 4. Ethics: Understand and apply the American Association for Marriage and Family Therapy.</i></p>
3. Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and a professional tone, while adhering to current APA style and formatting.	

## Student Learning Outcomes

Learners in the MS in marriage and family therapy program will be able to:

- **SLO-1. Knowledge and Research:** Effectively integrate and apply research and theories in the practice of marriage and family therapy, including systemic and relational theories; theories of individual and family development across the life span.
- **SLO-2. Diversity and Multicultural:** Demonstrates knowledge of culturally and ethnically sensitive matters in a variety of settings integrating concepts of advocacy and social justice.
- **SLO-3. Clinical Practice:** Clinical application and practice of systemic theory relevant to family dynamics in the field of marriage and family therapy.
- **SLO-4. Ethics:** Understand and apply the American Association for Marriage and Family Therapy.
- **SLO-5. Clinical Practice:** Uses a systemic perspective for client engagement, assessment, and intervention.
- **SLO-6. Professional Identity and Social Responsibility:** Identify as a marriage and family therapist, aligning systemic clinical practice with state and national standards for the marriage and family therapy discipline, and engaging in community and scholarly activities.

### Reference

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). (2017). *Accreditation standards*. Retrieved from <http://dx5br1z4f6n0k.cloudfront.net/imis15/Documents/COAMFTE/Accreditation%20Resources/2018%20COAMFTE%20Accreditation%20Standards%20Ver>

### Course Competencies

(Read Only)

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

- 1 Apply family therapy systemic models when working with couples and families around issues of sexual functioning and sexual orientation.
- 2 Apply ethical and culturally relevant approaches to sexual issues within couples and family therapy.
- 3 Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and a professional tone, while adhering to current APA style and formatting.

### 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.

### 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.

- Beaulieu-Prévost, D., & Fortin, M. (2015). [The measurement of sexual orientation: Historical background and current practices](#). *Sexologies*, 24(1), e15–e19.

- Berry, M. D., & Lezos, A. N. (2017). [Inclusive sex therapy practices: A qualitative study of the techniques sex therapists use when working with diverse sexual populations](#). *Sexual and Relationship Therapy*, 32(1), 2–21.
- Cambridge Education (Producer). (2003). [Being gay: Coming out in the 21st century](#). [Video]. Films on Demand.
- de Sutter, P., Day, J., & Adam, F. (2014). [Who are the orgasmic women? An exploratory study among a community sample of French-speaking women](#). *Sexologies*, 23(3), e51–e57.
- Dosch, A., Belayachi, S., & van der Linden, M. (2016). [Implicit and explicit sexual attitudes: How are they related to sexual desire and sexual satisfaction in men and women](#). *Journal of Sex Research*, 53(2), 251–264.
- Fisher, W. A., Donahue, K. L., Long, J. S., Heiman, J. R., Rosen, R. C., & Sand, M. S. (2015). [Individual and partner correlates of sexual satisfaction and relationships happiness in midlife couples: Dyadic analysis of the International Survey of Relationships](#). *Archives of Sexual Behavior*, 44(6), 1609–1620.
- Harris, S. M., & Hays, K. W. (2008). [Family therapist comfort with and willingness to discuss client sexuality](#). *Journal of Marital and Family Therapy*, 34(2), 239–250.
- Hartmann, A. J., & Crockett, E. E. (2016). [When sex isn't the answer: Examining sexual compliance, restraint, and physiological stress](#). *Sexual and Relationship Therapy*, 31(3), 312–324.
- Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). [Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients](#). *Journal of Counseling & Development*, 92(2), 148–153.
- Kimmes, J. G., Mallory, A. B., Cameron, C., & Kose, O. (2015). [A treatment model for anxiety-related sexual dysfunctions using mindfulness meditation within a sex-positive framework](#). *Sexual and Relationship Therapy*, 30(2), 286–296.
- Levin, R. J. (2008). [Critically revisiting aspects of the human sexual response cycle of Masters and Johnson: Correcting errors and suggesting modifications](#). *Sexual and Relationship Therapy*, 23(4), 393–399.
- McCarthy, B. W. (2002). [Sexual secrets, trauma, and dysfunction](#). *Journal of Sex & Marital Therapy*, 28(4), 353–359.
- McCarthy, B. W., & Metz, M. E. (2008). [The "good-enough sex" model: A case illustration](#). *Sexual and Relationship Therapy*, 23(3), 227–234.
- Rehor, J. E. (2015). [Sensual, erotic, and sexual behaviors of women from the "kink" community](#). *Archives of Sexual Behavior*, 44, 825–836.
- Sewell, K. W. (2005). [The experience cycle and the sexual response cycle: Conceptualization and application to sexual dysfunctions](#). *Journal of Constructivist Psychology*, 18(1), 3–13.
- Twist, M. L. C. (2016). [Consistency of my bisexual self](#). *Journal of Bisexuality*, 16(2), 203–208.
- van Houdenhove, E., Gijs, L., T'Sjoen, G., & Enzlin, P. (2015). [Stories about asexuality: A qualitative study on asexual women](#). *Journal of Sex & Marital Therapy*, 41(3), 262–281.
- van Lankveld, J. (2009). [Self-help therapies for sexual dysfunction](#). *Journal of Sex Research*, 46(2/3), 143–155.
- Watson, M. A. (Producer). (2006). [Portraits in human sexuality: Sexual dysfunction and therapy](#). [Video]. Films on Demand.

### 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 for Marriage and Family Therapy. (2015). [Code of ethics](#). Retrieved from [https://www.aamft.org/imis15/content/legal\\_ethics/code\\_of\\_ethics.aspx](https://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx)
- American Counseling Association. (n.d.). [Ethics & professional standards](#). Retrieved from <http://www.counseling.org/knowledge-center/ethics>
- American Sexual Health Association. (n.d.). [Myths and facts](#). Retrieved from <http://www.ashasexualhealth.org/stdsstis/myths-and-facts/>
- Kinsey Institute. (n.d.). [The Kinsey Scale](#). Retrieved from <https://www.kinseyinstitute.org/research/publications/kinsey-scale.php>
- Oakes, K. (2014). [The hardest sex quiz you will ever take](#). Retrieved from [https://www.buzzfeed.com/kellyoakes/the-hardest-sex-quiz-you-will-ever-take?utm\\_term=.wkeGxLnr8#.orWqE3QNM](https://www.buzzfeed.com/kellyoakes/the-hardest-sex-quiz-you-will-ever-take?utm_term=.wkeGxLnr8#.orWqE3QNM)
- WebMD. (n.d.). [Quiz: Sex fact or fiction](#). Retrieved from <https://www.webmd.com/sex-relationships/rm-quiz-sex-fact-fiction>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### Library

The following suggested readings may be available in the Capella University Library. 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. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Arredondo, P., & Perez, P. (2006). Historical perspectives on the multicultural guidelines and contemporary applications. *Professional Psychology: Research and Practice*, 37(1), 1–5.
- Bogaert, A. F. (2015). Asexuality: What it is and why it matters. *The Journal of Sex Research*, 52(4), 362–379.

- Brewer, G., & Tidy, P. (2016). Premature ejaculation: Therapist perspectives. *Sexual and Relationship Therapy*, 32(1), 22–35.
- Daines, B., & Hallam-Jones, R. (2007). Multifaceted intervention sex therapy (MIST). *Sexual and Relationship Therapy*, 22(3), 339–350.
- Lee, S., & Fenge, L.-A. (2016). Sexual well-being and physical disability. *British Journal of Social Work*, 46 (8), 2263–2281.
- McCabe, M. P. (2005). The role of performance anxiety in the development and maintenance of sexual dysfunction in men and women. *International Journal of Stress Management*, 12(4), 379–388.
- Nobre, P. J., & Pinto-Gouveia, J. (2006). Dysfunctional sexual beliefs as vulnerability factors for sexual dysfunction. *The Journal of Sex Research*, 43(1), 68–75.
- Plaut, M. (2006). Have your parents ever had sex? Adapting to changes in sexuality. *The Maryland Psychologist*, 52(2), 6–7.
- Silva, E., Pascoal, P. M., & Nobre, P. (2016). Beliefs about appearance, cognitive distraction and sexual functioning in men and women: A mediation model based on cognitive theory. *Journal of Sexual Medicine*, 13(9), 1387–1394.
- Silverstein, R. G., Brown, A.-C. H., Roth, H. D., & Britton, W. B. (2011). Effects of mindfulness training on body awareness to sexual stimuli: Implications for female sexual dysfunction. *Psychosomatic Medicine*, 73(9), 817–825.
- Trudel, G., & Goldfarb, M. R. (2010). Marital and sexual functioning and dysfunctioning, depression and anxiety. *Sexologies*, 19(3), 137–142.

### 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.

- Gottman, J., & Silver, N. (2015). *The seven principles for making marriage work*. New York, NY: Harmony.
- McCarthy, B. W., & Metz, M. E. (2010). *Enduring desire: Your guide to lifelong intimacy*. New York, NY: Routledge.
- Schnarch, D. (2011). *Intimacy and desire: Awaken the passion in your relationship*. New York, NY: Beaufort Books.

### Optional

## Unit 1 >> Introduction to Human Sexuality

### Introduction

What is sex? Is sex synonymous with intercourse? What is sexual functioning? These are common questions that often go unanswered because people tend not to talk about sex. The readings in this unit will prompt you to ponder over these concepts and consider their meanings.

Plaut (2006) suggested that views of sex are commonly quite narrow, including equating it to intercourse or to a reproductive act. Periodic adjustments in our sex lives are required in order to respond to many life circumstances, and broadening one's concept of sex is part of these adjustments. Further, McCarthy and Metz (2008) advocate for a "good-enough sex" model, one that focuses on the quality of sex and satisfaction instead of the perfect performance during intercourse.

By reviewing *The Human Sexual Response Cycle* media piece later in this unit, you will be able to have a frame of reference for sexual normality. In reading Sewell (2005), you will understand how sexual dysfunctions relate to the sexual response cycle. You are encouraged to read the suggested articles to learn about disabled sexuality, consider the role of communication in sexual satisfaction, and to get an initial overview of sex therapy.

#### References

- Plaut, M. (2006). Have your parents ever had sex? Adapting to changes in sexuality. *The Maryland Psychologist*, 52(2), 6–7.
- McCarthy, B. W., & Metz, M. E. (2008). The "good-enough sex" model: A case illustration. *Sexual and Relationship Therapy*, 23(3), 227–234.
- Sewell, K. W. (2005). The experience cycle and the sexual response cycle: Conceptualization and application to sexual dysfunctions. *Journal of Constructivist Psychology*, 18(1), 3–13.

### Learning Activities

#### u01s1 - Studies

You have two weeks to complete the learning activities for this unit.

## Readings

Use the Capella University Library to read the following:

- Sewell, K. W. (2005). [The experience cycle and the sexual response cycle: Conceptualization and application to sexual dysfunctions](#). *Journal of Constructivist Psychology*, 18(1), 3–13.
- Levin, R. J. (2008). [Critically revisiting aspects of the human sexual response cycle of Masters and Johnson: Correcting errors and suggesting modifications](#). *Sexual and Relationship Therapy*, 23(4), 393–399.
- McCarthy, B. W., & Metz, M. E. (2008). [The "good-enough sex" model: A case illustration](#). *Sexual and Relationship Therapy*, 23(3), 227–234.
- Fisher, W. A., Donahue, K. L., Long, J. S., Heiman, J. R., Rosen, R. C., & Sand, M. S. (2015). [Individual and partner correlates of sexual satisfaction and relationships happiness in midlife couples: Dyadic analysis of the International Survey of Relationships](#). *Archives of Sexual Behavior*, 44(6), 1609–1620.
- Harris, S. M., & Hays, K. W. (2008). [Family therapist comfort with and willingness to discuss client sexuality](#). *Journal of Marital and Family Therapy*, 34(2), 239–250.

Click on the following links and become familiar with human sexuality and learn important sexual health facts.

As you proceed, note four to five things you learned and that surprised you the most. This will help you significantly in preparing for the graded quiz in Unit 2.

- WebMD. (n.d.). [Quiz: Sex Fact or Fiction](#). Retrieved from <https://www.webmd.com/sex-relationships/rm-quiz-sex-fact-fiction>
  - Take this quiz twice! A free, one-time registration may be needed to see the quiz.
- Oakes, K. (2014). [The hardest sex quiz you will ever take](#). Retrieved from [https://www.buzzfeed.com/kellyoakes/the-hardest-sex-quiz-you-will-ever-take?utm\\_term=.wkeGxLnr8#.orWqE3QNM](https://www.buzzfeed.com/kellyoakes/the-hardest-sex-quiz-you-will-ever-take?utm_term=.wkeGxLnr8#.orWqE3QNM)
  - Take this one twice as well!
- American Sexual Health Association. (n.d.). [Myths and facts](#). Retrieved from <http://www.ashasexualhealth.org/stdsstis/myths-and-facts/>

## Multimedia

- View [The Human Sexual Response Cycle](#) media piece.
  - This video illustrates and describes the phases of the sexual response cycle and how it differs for men and women.

## Films on Demand Video

- Watson, M. A. (Producer). (2006). [Portraits in human sexuality: Sexual dysfunction and therapy \[Video\]](#). Films on Demand.
  - View several video segments concerning sex therapy: Female Sexual Response, What is Sex Therapy Like?, Parents as Sexual Role Models, and Importance of Sex in Marriage.
  - Running time: 15 minutes (approximately).

## Suggested Readings

The following articles may be of interest to you. The [Journal and Book Locator Library Guide](#) will show you how to search for these journals in the library.

- Daines, B., & Hallam-Jones, R. (2007). Multifaceted intervention sex therapy (MIST). *Sexual and Relationship Therapy*, 22(3), 339–350.
- Plaut, M. (2006). Have your parents ever had sex? Adapting to changes in sexuality. *The Maryland Psychologist*, 52(2), 6–7.
- Lee, S., & Fenge, L.-A. (2016). Sexual well-being and physical disability. *British Journal of Social Work*, 46 (8), 2263–2281.

You may read the following books for more information:

- Gottman, J., & Silver, N. (2015). *The seven principles for making marriage work*. New York, NY: Harmony.
- McCarthy, B. W., & Metz, M. E. (2010). *Enduring desire: Your guide to lifelong intimacy*. New York, NY: Routledge.
- Schnarch, D. (2011). *Intimacy and desire: Awaken the passion in your relationship*. New York, NY: Beaufort Books.

## u01s2 - Preparation for Sexual Dysfunction Assessment and Treatment Plan Assignment

Read the case studies in the [All Case Studies \[DOC\]](#) and start thinking about which one you would like to choose for your final assignment in Unit 5 (due week 10).

As you work through this and the following units, be sure to take notes on the elements you are studying that relate to the case you are considering. To complete the final assignment on time, you should work on it throughout the course.

Review the Sexual Dysfunction Assessment and Treatment Plan requirements in the Assignment Directions and note the assignment grading criteria in Unit 5 assignment by which it will be scored.

## Unit 5 Assignment Directions

Your Sexual Dysfunction Assessment and Treatment Plan assignment requires you to create a treatment plan for a case study involving couples or families with sexual issues. The main body of your assessment and treatment plan must be 9–10 pages (excluding the title page, abstract, table of content, and references).

Choose a case study from the four case study options.

Create an in-depth treatment plan for the clients in your selected case study. The plan should include the following:

- Discuss a comprehensive biological, psychological, social, and relational assessment of the clients; three measurable treatment goals; suggestions for therapeutic interventions and techniques; and any other relevant clinical observations.
- Analyze and compare various types of sexual disorders (related to desire, arousal, orgasm, or pain) applicable to the case study, and how they are integrated with the concepts of the sexual response cycle.
- Apply evidence-based systemic therapy interventions to the case.
- Incorporate ethical and culturally sensitive approaches to sexual issues within couples and family therapy.

## Organization and Structure

The Sexual Dysfunction Assessment and Treatment Plan paper should include the following sections:

- An abstract.
- Introduction (a brief review of the case study and introduction of the sexual dysfunction issue).
- A comprehensive psychological, sexual, and relational assessment of the client. Be sure to specify who the client is.
- Three measurable treatment goals.
- Critical explanation and assessment of evidence-based systemic therapy interventions for the sexual dysfunction presented in the case study you chose.
- Critical explanation of specific techniques a therapist would use to help the client or couple.
- Critical analysis and comparison of various types of sexual disorders (related to desire, arousal, orgasm, or pain) as applied to the case study.
- Application of the concepts of sexual response cycle and sexual normality to case conceptualization.
- An analysis of the biological, cultural, spiritual, and psychological issues related to the sexual dysfunction presented by the client in the case study you chose.
- Incorporation of ethical and culturally relevant approaches to treating any sexual issues presented in the case study.
- APA-style reference list with at least seven peer-reviewed resources in your paper. You must provide scholarly support for your ideas and suggestions with peer-reviewed articles. At least five of your peer-reviewed resources should be no more than 5 years old. Refer to [How Do I Find Peer-Reviewed Articles?](#) and the [Counseling Masters Research Guide](#) for guidance.

## Format and Writing Style

- Use headings before discussing each one of the main points mentioned under "Organization and Structure" (examples of appropriate headings: Assessment of Sexual Issues, The Dynamics of the Relationship, and Diagnostic Impression).
- Remember that all your academic work is to be written in the third person. Make sure you review the information from the [Writing in Third Person \[PDF\]](#). "This learner" and "this author" are not acceptable uses of the third person. Find additional information from the Capella Writing Center via [Introduction to the Writing Center](#).
- Make sure your assignment is well supported and scholarly. Do not rely on direct quotes. Instead, use your own words to summarize what a specific author has said, and cite accordingly in current APA style.
- Format your paper according to APA formatting: title page, abstract, table of contents, and reference page. It is recommended that you complete the [APA Style and Format](#) modules in order to understand APA style.

To achieve a successful assignment experience and outcome, you are expected to meet the following requirements.

- **Written communication:** Written communication is free of errors that detract from the overall message. All academic work is written in the third person.
- **APA formatting:** The paper, resources, and citations are formatted according to APA style and format (current edition). A title page, abstract, table of contents, and reference page are included.
- **Structure of paper:** Headings are used before the discussion of each one of the main points.
- **Number of resources:** Minimum of seven peer-reviewed resources are used. At least five resources are no more than 5 years old.



- **Length of paper:** 9–10 typed, double-spaced pages, excluding the title page, abstract, table of contents, and references.
- **Font and font size:** Times New Roman, 12 point.

## SafeAssign

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.

### u01d1 - Sexuality Overview

For this discussion, write a post to:

- Explain the concept of sexual functioning. Integrate ideas from each of the required articles and the multimedia presentations present in this unit.
- Apply the concept of the sexual response cycle to sexual functioning.

Ground your post in empirical, theoretical, and scholarly information. Format your citations and references according to APA style and format, and remember that initial posts are to be written in the third person (without the use of "this learner" or "this author"). Be clear and concise, and use headings in your post (please do not copy the discussion prompts). Refer to the Resources listed in this discussion for links that might be helpful when writing.

## Response Guidelines

Respond to one of your peers, relating the discussion to relevant course concepts and extending the dialogue. Your response should be substantive. It should contribute to the conversation by asking questions, respectfully debating positions, and by presenting supporting information. Your response must be a minimum of 100 words.

Keep the following reflective questions in mind while dialoguing with your peers:

- How your concepts of human sexuality and sexual functioning were changed by the readings, animation, and video in this unit?
- What elements in the readings or multimedia presentation provided in this unit surprised you?
- What biases or difficulties do you think you may have in addressing issues of sexuality with clients? How are you going to challenge those?
- What did you learn about sex therapy?

#### Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Writing in Third Person \[PDF\]](#)

[Counseling Masters Research Guide](#)

[APA Style and Format](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Introduction to the Writing Center](#)

## Unit 2 >> Sexual Orientation

### Introduction

Many people have rigid ideas and beliefs about sexual orientation.

As illustrated by the Kinsey Scale, people do not fit into neat and exclusive straight or gay categories, because sexual orientation is a continuum. Also, there are legal and ethical implications of refusing to work with the LGBTQ (lesbian, gay, bisexual, transgender, and queer) populations.

The required readings for this unit provide introductions to asexuality, bisexuality, and how sexual orientation has been historically conceptualized.

#### Reference

Kinsey Institute. (n.d.). The Kinsey Scale. Retrieved from <https://www.kinseyinstitute.org/research/publications/kinsey-scale.php>

## Learning Activities

### u02s1 - Studies

You have two weeks to complete the learning activities for this unit.

## Readings

Use the Capella University Library to read the following:

- Beaulieu-Prévost, D., & Fortin, M. (2015). [The measurement of sexual orientation: Historical background and current practices](#). *Sexologies*, 24(1), e15–e19.
- Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). [Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients](#). *Journal of Counseling & Development*, 92(2), 148–152.
- Twist, M. L. C. (2016). [Consistency of my bisexual self](#). *Journal of Bisexuality*, 16(2), 203–208.
- Berry, M. D., & Lezos, A. N. (2017). [Inclusive sex therapy practices: A qualitative study of the techniques sex therapists use when working with diverse sexual populations](#). *Sexual and Relationship Therapy*, 32(1), 2–21.
- van Houdenhove, E., Gijs, L., T'Sjoen, G., & Enzlin, P. (2015). [Stories about asexuality: A qualitative study on asexual women](#). *Journal of Sex & Marital Therapy*, 41(3), 262–281.

Use the Internet to read the following:

- Kinsey Institute. (n.d.). [The Kinsey Scale](#). Retrieved from <https://www.kinseyinstitute.org/research/publications/kinsey-scale.php>

## Films on Demand Video

- Cambridge Education (Producer). (2003). [Being gay: Coming out in the 21st century \[Video\]](#). Films on Demand.
  - This video is about being gay in the 21st century.
  - Running time: 25 minutes (approximately). You may choose to watch it in shorter segments.

## Suggested Readings

The following article may be of interest to you:

- Arredondo, P., & Perez, P. (2006). Historical perspectives on the multicultural guidelines and contemporary applications. *Professional Psychology: Research and Practice*, 37(1), 1–5.

### u02d1 - Sexual Orientation

Discuss the following issues while you integrate the ideas from the required articles and videos in this unit.

- The concept of sexual orientation.
- The legal and ethical implications of refusing to provide therapy services to LGBTQ clients.
- The connection between being a mental health professional who works with people of diverse sexual orientation and one's professional responsibility with regard to being culturally responsive and multicultural.

Ground your post in empirical, theoretical, and scholarly information. Format your citations and references according to APA style and format, and remember that initial posts are to be written in the third person (without the use of "this learner" or "this author"). Be clear and concise, and use headings in your post (please do not copy the discussion prompts).

## Response Guidelines

Respond to one of your peers, relating the discussion to relevant course concepts and extending the dialogue. Your response should be substantive. It should contribute to the conversation by asking questions, respectfully debating positions, and by presenting supporting information. Your response must be a minimum of 100 words.

Keep the following reflective questions in mind while dialoguing with your peers:

- What elements in the readings or multimedia presentation provided in this unit surprised you?
- What biases or difficulties do you think you may have in working with clients of diverse sexual orientation?
- How will you challenge your biases, if any, regarding sexual orientation?

Course Resources

Graduate Discussion Participation Scoring Guide

[Writing in Third Person \[PDF\]](#)

[APA Style and Format](#)

### u02q1 - Human Sexuality Quiz

## Graded Quiz

Complete the graded quiz during the second week of Unit 2 (week 4) rather than in week 3. This will allow time for you to absorb the knowledge from the readings, external sources, and videos that you would have seen so far in this course.

## Unit 3 >> Sexual Dysfunctions

### Introduction

*Sexual dysfunction* refers to a recurring issue characterized by distress or interpersonal conflicts. It refers to a difficulty experienced by an individual or a couple during any stage of the sexual response cycle, including desire phase disorders, arousal phase disorders, orgasm phase disorders, as well as sexual pain disorders. Dysfunctions can have a physiological (organic) or psychological (psychogenic) causes.

### Learning Activities

#### u03s1 - Studies

You have two weeks to complete the learning activities for this unit.

## Readings

Use the Capella University Library to read the following:

- Dosch, A., Belayachi, S., & van der Linden, M. (2016). [Implicit and explicit sexual attitudes: How are they related to sexual desire and sexual satisfaction in men and women](#). *Journal of Sex Research*, 53(2), 251–264.
- de Sutter, P., Day, J., & Adam, F. (2014). [Who are the orgasmic women? An exploratory study among a community sample of French-speaking women](#). *Sexologies*, 23(3), e51–e57
- van Lankveld, J. (2009). [Self-help therapies for sexual dysfunction](#). *Journal of Sex Research*, 46(2/3), 143–155.

## Multimedia

- View the [Sexual Dysfunctions and the Response Cycle](#) media piece.
  - This interactive identifies the common sexual dysfunctions that may occur at various times during the human sexual response cycle. It also points out how the differences between male and female sexual response cycles can contribute to a number of those dysfunctions.

## Films on Demand Video

- Watson, M. A. (Producer). (2006). [Portraits in human sexuality: Sexual dysfunction and therapy \[Video\]](#). Films on Demand.
  - In this video, view the second installment of Portraits in Human Sexuality: Sexual Dysfunction and Therapy. These video segments discuss typical issues of sexual dysfunction, such as female anorgasmia, low sex drive, erectile dysfunction, and other male sexual problems. This has five video segments.
  - Running time: 15 minutes (approximately).

## Suggested Readings

The following articles may be of interest to you:

- Brewer, G., & Tidy, P. (2016). Premature ejaculation: Therapist perspectives. *Sexual and Relationship Therapy*, 32(1), 22–35.
- McCabe, M. P. (2005). The role of performance anxiety in the development and maintenance of sexual dysfunction in men and women. *International Journal of Stress Management*, 12(4), 379–388.
- Nobre, P. J., & Pinto-Gouveia, J. (2006). Dysfunctional sexual beliefs as vulnerability factors for sexual dysfunction. *The Journal of Sex Research*, 43(1), 68–75.
- Silva, E., Pascoal, P. M., & Nobre, P. (2016). Beliefs about appearance, cognitive distraction and sexual functioning in men and women: A mediation model based on cognitive theory. *Journal of Sexual Medicine*, 13(9), 1387–1394.
- Silverstein, R. G., Brown, A.-C. H., Roth, H. D., & Britton, W. B. (2011). Effects of mindfulness training on body awareness to sexual stimuli: Implications for female sexual dysfunction. *Psychosomatic Medicine*, 73(9), 817–825.
- Trudel, G., & Goldfarb, M. R. (2010). Marital and sexual functioning and dysfunctioning, depression and anxiety. *Sexologies*, 19(3), 137–142.

### u03d1 - Sexual Dysfunctions

Please complete this discussion during the first week of Unit 3.

Integrate ideas from each one of the required articles and the media in this unit and discuss the following topics:

- The various types of sexual dysfunction.
- Possible reasons for sexual dysfunctions.
- Treatment options for the psychological factors of any two specific sexual dysfunctions.

Ground your post in empirical, theoretical, and scholarly information. Format your citations and references according to APA style and format, and remember that initial posts are to be written in the third person (without the use of "this learner" or "this author"). Be clear and concise, and use headings in your post (please do not copy the discussion prompts).

## Response Guidelines

Respond to one of your peers, relating the discussion to relevant course concepts and extending the dialogue. Your response should be substantive. It should contribute to the conversation by asking questions, respectfully debating positions, and by presenting supporting information. Your response must be a minimum of 100 words.

Keep the following reflective questions in mind while dialoguing with your peers:

- What elements in the readings or interactive provided in this unit surprised you?

- What biases or difficulties do you think you may have in working with clients with sexual dysfunction issues?
- How can you incorporate the information you learned in this unit in your work with clients?

## Course Resources

Graduate Discussion Participation Scoring Guide

[Writing in Third Person \[PDF\]](#)

[APA Style and Format](#)

### u03a1 - Your Sex Therapy Practice

In this assignment, you have the opportunity to explore how course readings, videos, and discussions in the units so far impact your perspective on human sexuality.

## Assignment Directions

Discuss two assumptions and beliefs about human sexuality that have changed as a result of your exposure to the course materials provided in this unit. Include the following:

- What is the origin of your beliefs? Where did you get your messages about sexuality?
- What are the multiple influences in your life that contributed to your beliefs and attitude about sex?
- Did you think that sex was natural and, therefore, partners did not need substantial knowledge or skills to be good at it? Why or why not?

Discuss what McCarthy's "good-enough" sex model says about human sexuality, performance expectations, and how sexual expression changes over the life cycle of a human being. Include the following:

- Discuss what the model says about skill sets and learning.
- What does the model say about how sex evolves over time and how it changes over the stages of the life cycle?

Discuss how newly acquired knowledge and perspectives impact your approach towards the provision of ethical and culturally sensitive therapeutic services to clients of diverse backgrounds.

- Discuss three things you learned that surprised you or that you consider particularly useful.
- Elaborate how your insights are shaping your views of sexuality.
- Discuss how newly acquired knowledge and perspectives are influencing your ways of providing therapy to diverse clients.

Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and a professional tone, while adhering to current APA style and formatting.

## Format and Writing Style

- Use headings before discussing each one of the main points mentioned under "Assignment Directions" (examples of appropriate headings: Assessment of Sexual Issues, The Dynamics of the Relationship, and Diagnostic Impression).
- Make sure your assignment is well supported and scholarly. Do not rely on direct quotes. Instead, use your own words to summarize what a specific author has said, and cite accordingly in current APA style.
- Format your paper according to APA formatting: title page, abstract, table of contents, and reference page. It is recommended that you complete the APA Style and Format modules in order to understand APA style.

## Requirements

You are expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message. The third person is not required for this assignment, as it is about you, your attitudes and beliefs, and your experience of changing views on sexuality.
- **Structure of paper:** Headings are used before the discussion of each one of the main points.

- **APA formatting:** The paper, resources, and citations are formatted according to APA style and format (current edition). A title page, abstract, table of contents, and reference page are included.
- **Number of Resources:** Include an APA style reference list with at least four peer-reviewed resources no more than 5 years old. You must provide scholarly support for your ideas and suggestions with peer-reviewed articles. Refer to How Do I Find Peer-Reviewed Articles? (linked in Resources) for guidance.
- **Length of paper:** 6–7 pages.
- **Font and font size:** Times New Roman, 12 point.

Submit Your Sex Therapy Practice paper in the assignment area.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. Click on the resources linked in the Writing Feedback Tool for helpful information on writing.

Course Resources

[SafeAssign](#)

[The "Good-Enough Sex" Model: A Case Illustration](#)

[How Do I Find Peer-Reviewed Articles?](#)

[APA Style and Format](#)

[Writing in Third Person \[PDF\]](#)

[Writing Feedback Tool](#)

[Counseling Masters Research Guide](#)

## Unit 4 >> Sexuality Assessment

### Introduction

A detailed, thorough assessment of the client is an important initial component of therapy. A comprehensive assessment includes an evaluation of psychological, biological, and social aspects of sexuality.

A quick review of many dimensions that need to be addressed during this type of assessment includes asking:

- Whether or not the person has orgasms.
- If there is pain during intercourse.
- If the person masturbates.
- How often the person would prefer to have sexual encounters (and how often the person has them).
- How long the sexual encounter lasts.
- If there is any erectile dysfunction or performance anxiety.
- If the person is aroused prior to intercourse.
- What medications the person is taking (many of which will have a side effect).
- If there are any health issues.
- If the person has a healthy relationship.
- What the person's cultural or spiritual perspectives about sex are.
- What types of messages about sex the person grew up with.

In this unit, you will have a chance to conduct a mini-assessment of two case studies, including the one you selected for your last assignment. Discuss intervention options for each of the case studies you have selected. You and your peers will engage in two substantial discussions focused on the case studies, assessments, and intervention options.

### Learning Activities

## u04s1 - Studies

You have two weeks to complete the learning activities for this unit.

## Readings

Use the Capella University Library to read the following:

- Rehor, J. E. (2015). [Sensual, erotic, and sexual behaviors of women from the "kink" community](#). *Archives of Sexual Behavior*, 44, 825–836.
- Kimmes, J. G., Mallory, A. B., Cameron, C., & Kose, O. (2015). [A treatment model for anxiety-related sexual dysfunctions using mindfulness meditation within a sex-positive framework](#). *Sexual and Relationship Therapy*, 30(2), 286–296.
- McCarthy, B. W. (2002). [Sexual secrets, trauma, and dysfunction](#). *Journal of Sex & Marital Therapy*, 28(4), 353–359.

## Suggested Readings

The following article may be of interest to you:

- Bogaert, A. F. (2015). Asexuality: What it is and why it matters. *The Journal of Sex Research*, 52(4), 362–379.

## u04s2 - Continued Preparation for Sexual Dysfunction Assessment and Treatment Plan Assignment

## Continued Assignment Preparation

Your Sexual Dysfunction Assessment and Treatment Plan assignment is due by midnight Thursday of week 10. Spend some time to work on the assignment until then. Review the Sexual Dysfunction Assessment or Treatment Plan (Unit 5 assignment) requirements and note what is in the scoring guide. Refer to the following helpful links as you prepare your assignment:

- [Introduction to the Writing Center](#).
- [Counseling Masters Research Guide](#).
- [APA Style and Format](#).
- [How Do I Find Peer-Reviewed Articles?](#)
- [Writing Feedback Tool](#).
- [Writing in Third Person \[PDF\]](#).

## u04d1 - Case Studies 1 and 2

For this discussion, assume that each one of you is a licensed marriage and family therapist.

Choose one of the two case studies in Case Studies 1 and 2 (linked in the Resources) and focus on your initial post. This is your chance to exchange ideas with your peers about therapeutic approaches and techniques when working with sexual issues.

Integrate ideas from all of the readings, interactive media, and videos from the previous weeks to discuss the following:

- What are the relevant points in the story of the client? Make sure you are clear about who the client is.
- What is your overall assessment of the case study (including the dynamics of relationship)?
- What would be your three measurable goals of treatment?
- What techniques can you use to help this client or couple?
- What are the ethical and culturally relevant approaches to treating sexual issues that pertain to this case?
- What biological, cultural, spiritual, and psychological factors do you see to be related to sexual issues in this case study?

Ground your post in empirical, theoretical, and scholarly information. Format your citations and references according to APA style and format, and remember that initial posts are to be written in the third person (without the use of "this learner" or "this author"). Be clear and concise, and use headings in

your post (please do not copy the discussion prompts).

You may wish to refer to the following texts for this discussion. Note that these resources are suggested, not mandatory:

- Gottman, J., & Silver, N. (2015). *The seven principles for making marriage work*. New York, NY: Harmony.
- McCarthy, B. W., & Metz, M. E. (2010). *Enduring desire: Your guide to lifelong intimacy*. New York, NY: Routledge.
- Schnarch, D. (2011). *Intimacy and desire: Awaken the passion in your relationship*. New York, NY: Beaufort Books.

## Response Guidelines

Respond to one of your peers, relating the discussion to relevant course concepts and extending the dialogue. Your response should be substantive. It should contribute to the conversation by asking questions, respectfully debating positions, and by presenting supporting information. Your response must be a minimum of 100 words.

Keep the following reflective questions in mind while dialoguing with your peers:

- Do you agree with your peer's assessment of the client or couple?
- How can you help your peer enhance the goals for treatment?
- What suggestions of technique or approach do you have to offer in this case?
- What ethical or culturally relevant issue did your peer not take into account that you feel is important in the case?

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Case Studies 1 and 2 \[DOC\]](#)

[APA Style and Format](#)

[Writing in Third Person \[PDF\]](#)

### u04d2 - Case Studies 3 and 4

For this discussion, assume that each one of you is a licensed marriage and family therapist.

Choose one of the two case studies in Case Studies 3 and 4 (linked in the Resources) and focus on your initial post. This is your chance to exchange ideas with your peers about therapeutic approaches and techniques while working with sexual issues.

Integrate ideas from all of the readings, interactive media, and videos from the previous weeks to discuss the following:

- What are the relevant points in the story of the client? Make sure you are clear about who the client is.
- What is your overall assessment of the case study (including the dynamics of relationship)?
- What would be your three measurable goals of treatment?
- What techniques might you use to help this client or couple?
- What are the ethical and culturally relevant approaches to treating sexual issues that pertain to this case?
- What biological, cultural, spiritual, and psychological factors do you see related to sexual issues in this case study?
- Now that you have completed this and the previous discussion topic, which of these cases have you selected for the Unit 5 assignment?

Ground your post in empirical, theoretical, and scholarly information. Format your citations and references according to APA style and format, and remember that initial posts are to be written in the third person (without the use of "this learner" or "this author"). Be clear and concise, and use headings in your post (please do not copy the discussion prompts).

You may wish to refer to the following texts for this discussion. Note that these resources are suggested, not mandatory:

- Gottman, J., & Silver, N. (2015). *The seven principles for making marriage work*. New York, NY: Harmony.
- McCarthy, B. W., & Metz, M. E. (2010). *Enduring desire: Your guide to lifelong intimacy*. New York, NY: Routledge.
- Schnarch, D. (2011). *Intimacy and desire: Awaken the passion in your relationship*. New York, NY: Beaufort Books.



## Response Guidelines

Respond to one of your peers, relating the discussion to relevant course concepts and extending the dialogue. Your response should be substantive. It should contribute to the conversation by asking questions, respectfully debating positions, and by presenting supporting information. Your response must be a minimum of 100 words.

Keep the following reflective questions in mind while dialoguing with your peers:

- Do you agree with your peer's assessment of the client or couple?
- How can you help your peer enhance the goals for treatment?
- What suggestions of technique do you have to offer in this case?
- What ethical or culturally relevant issue that you feel is important in this case did your peer not take into account?

### Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Case Studies 3 and 4 \[DOC\]](#)

[APA Style and Format](#)

[Writing in Third Person \[PDF\]](#)

## Unit 5 >> Sexual Dysfunction Assessment and Treatment Plan

### Introduction

As discussed in Unit 4, a comprehensive assessment and treatment of sexual issues require consideration of multiple factors that impact sexual function. These factors include biological, psychological, and sociocultural dimensions. It is important to consider both organic (physiological or medical) and psychogenic (psychological) factors when assessing the problem of a couple, and when formulating treatment goals and the techniques that will be used to achieve them.

The final assignment provides an opportunity to integrate the knowledge you have acquired and to create a detailed and thorough assessment and treatment plan for the couple's case you chose from cases 1–4 in the Unit 4 discussions.

### Learning Activities

#### u05s1 - Studies

You have two weeks to complete the learning activities for this unit.

## Readings

Use the Capella University Library to read the following:

- Hartmann, A. J., & Crockett, E. E. (2016). [When sex isn't the answer: Examining sexual compliance, restraint, and physiological stress](#). *Sexual and Relationship Therapy, 31*(3), 312–324.

Use the Internet to complete the following:

- In preparation for this week's assignment, read the professional code of ethics of the American Association for Marriage and Family Therapy (AAMFT).
  - American Association for Marriage and Family Therapy. (2015). [Code of ethics](https://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx). Retrieved from [https://www.aamft.org/imis15/content/legal\\_ethics/code\\_of\\_ethics.aspx](https://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx)

## u05a1 - Sexual Dysfunction Assessment and Treatment Plan

Your Sexual Dysfunction Assessment and Treatment Plan assignment is due by midnight Thursday of week 10. Before you submit it, review the Sexual Dysfunction Assessment and Treatment Plan scoring guide to ensure that you have met all the requirements and understand the criteria by which it will be scored.

### Assignment Directions

Create a Sexual Dysfunction Assessment and Treatment Plan for a case study involving a couple with sexual issues. The main body of your treatment plan must be 9–10 pages (excluding the title page, abstract, table of contents, and references).

Choose a case study from the four case study options.

Create an in-depth treatment plan for the clients in your selected case study. The plan should include the following:

- Discuss a comprehensive biological, psychological, social, and relational assessment of the clients; three measurable treatment goals; suggestions for therapeutic interventions and techniques; and any other relevant clinical observations.
- Analyze and compare various types of sexual disorders (related to desire, arousal, orgasm, or pain) applicable to the case study, and how they are integrated with the concepts of the sexual response cycle.
- Apply evidence-based systemic therapy interventions to the case.
- Incorporate ethical and culturally sensitive approaches to sexual issues within couples and family therapy.

### Organization and Structure

The Sexual Dysfunction Assessment and Treatment Plan paper should include the following sections:

- An abstract.
- Introduction (a brief review of the case study and introduction of the sexual dysfunction issue).
- A comprehensive psychological, sexual, and relational assessment of the client. Be sure to specify who the client is.
- Three measurable treatment goals.
- Critical explanation and assessment of evidence-based systemic therapy interventions for the sexual dysfunction presented in the case study you chose.
- Critical explanation of specific techniques a therapist would use to help the client or couple.
- Critical analysis and comparison of various types of sexual disorders (related to desire, arousal, orgasm, or pain) as applied to the case study.
- Application of the concepts of sexual response cycle and sexual normality to case conceptualization.
- An analysis of the biological, cultural, spiritual, and psychological issues related to the sexual dysfunction presented by the client in the case study you chose.
- Incorporation of ethical and culturally relevant approaches to treating any sexual issues presented in the case study.
- APA-style reference list with at least seven peer-reviewed resources in your paper. You must provide scholarly support for your ideas and suggestions with peer-reviewed articles. At least five of your peer-reviewed resources should be no more than 5 years old. Refer to [How Do I Find Peer-Reviewed Articles?](#) (linked in the Resources) for guidance.

### Format and Writing Style

- Use headings before discussing each one of the main points mentioned under "Organization and Structure" (examples of appropriate headings: Assessment of Sexual Issues, The Dynamics of the Relationship, and Diagnostic Impression).
- Remember that all your academic work is to be written in the third person. Make sure you review the information from the Writing in Third Person handout linked in the Resources. "This learner" and "this author" are not acceptable uses of the third person.
- Make sure your assignment is well supported and scholarly. Do not rely on direct quotes. Instead, use your own words to summarize what a specific author has said, and cite accordingly in current APA style.
- Format your paper according to APA formatting: title page, abstract, table of contents, and reference page. It is recommended that you complete the APA Style and Format modules in order to understand APA style.

To achieve a successful assignment experience and outcome, you are expected to meet the following requirements.

- **Written communication:** Written communication is free of errors that detract from the overall message. All academic work is written in the third person.
- **APA formatting:** The paper, resources, and citations are formatted according to APA style and format (current edition). A title page, abstract, table of contents, and reference page are included.

- **Structure of paper:** Headings are used before the discussion of each one of the main points.
- **Number of resources:** Minimum of seven peer-reviewed resources are used. At least five resources are no more than 5 years old.
- **Length of paper:** 9–10 typed, double-spaced pages, excluding the title page, abstract, table of contents, and references.
- **Font and font size:** Times New Roman, 12 point.

Submit your Sexual Dysfunction Assessment and Treatment Plan paper in the assignment area.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. Click on the resources linked in the tool for helpful writing information.

#### Course Resources

[How Do I Find Peer-Reviewed Articles?](#)

[Writing Feedback Tool](#)

[Writing in Third Person \[PDF\]](#)

[SafeAssign](#)

[APA Style and Format](#)

[Counseling Masters Research Guide](#)

[Introduction to the Writing Center](#)