

HUMAN SEXUALITY

Counseling Psychology 211

Santa Clara University
Arts and Science 133

Instructor: Susan Scott Hennings, LMFT

Quarter: Winter 2007

Time: Wed. 5:30-8:30 PM

Office hours: by appointment

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Course Description / Objectives:

This course will provide information and perspective to future therapists regarding biological, developmental, behavioral, emotional and cultural aspects of human sexuality. It will give you the opportunity to expand your awareness of and comfort with a wide range of human sexual expression. It will invite and encourage increased comfort with your own sexuality. Reading materials, classroom experiences, guest speakers, and discussions will be used to augment your knowledge of human sexual functioning (both potential and problematic), and to increase your comfort and skill level discussing a wide variety of sexual concerns—especially in your future role as a therapist to individuals and couples.

"It is an amazing paradox that the most fascinating subject known to humankind is often the most difficult to talk about. The vast majority of us, no matter what our age or history, are inhibited when it comes to talking about sex. We may think we're being candid about our sexual wishes and needs, but we often sabotage ourselves with self-defeating habits...or share only a fraction of what's on our minds."

-Matthew McKay

"Most couples don't talk ABOUT sex, they talk AROUND sex. They communicate through gestures, veiled comments, euphemisms, winks, sighs, gibes, jokes, put-downs, lies, and code words. At times the way they communicate is more harmful to the relationship than not talking at all!"

-Patricia Love

Required Texts:

For Yourself: The Fulfillment of Female Sexuality (revised edition) by Lonnie Barbach

The New Male Sexuality (revised edition) by Bernie Zilbergeld

Understanding Human Sexuality (9th edition) by Janet Shibley Hyde & John DeLamater

Course Requirements / Grading Criteria:

- 1. Class attendance / participation 25 %**

My appraisal of your level of involvement in class and in class discussions; attendance and punctuality. (One absence is permitted without penalty. Missing *more* than one class or being chronically late will be reflected in your final grade. Missing 3 or more classes will likely result in an incomplete.)
- 2. Weekly, self-reflection paper 25 %**

Each week, you will choose and write about an event, reading segment, personal or classroom experience, comment, question or concern that stands out or is relevant to *YOU*. The purpose of this paper is to encourage your self-reflection and personal growth. It is not intended to be abstract or impersonal, nor a place to discuss theory or philosophy. It is intended to be personal. For example, why did you choose this event, topic, or situation and what about it has meaning for you? If you have stretched, grown or expanded your thinking or comfort in some way, please talk about how. The first paragraph will *briefly* describe the triggering event. The remainder of the paper will be focused on your response to it (feelings, meanings, experience, reactions) and what you have learned about *yourself* as a result. Each reflection paper will be a minimum of one page and a maximum of 3 pages (11-12 pt; double-spaced). It is due at the **start of class, beginning week 2 (1/17/07) and ending week 9 (3/7/07)**. You may choose to skip **one** week, so you will be writing a **minimum of 7** reflection papers. You may also have **one** “late” paper without penalty or without notifying me. More than one missed / late paper will be reflected in your final grade. (A paper is considered “late” at 5:45pm.)
- 3. A final project 50 %**

Details to be discussed at length during first class meeting.

An **8-10 page** paper (double-spaced) exploring and developing a topic of particular interest to you (one that has been of interest to you for some time, surfaced during class or as a result of your weekly reflections). It will be an integrated paper combining some research, personal reflection and meaning, and the implications for you as a future therapist. In addition to research or interview references (presented as a backdrop), it should include a section on how / why you chose this topic, how it is particularly meaningful or relevant to you, and how you could apply your new knowledge and growth professionally. An “A” paper will illustrate thoughtful self-reflection and demonstrate an in-depth understanding of the topic and its potential application to counseling or therapy. A “B” paper will demonstrate a working knowledge; a “C” paper will merely “parrot” information regarding the topic. This paper is **due at the start of the last class, March 14, 2007**. It is the only paper you will turn in that evening. Please include a self-addressed stamped envelope if you would like the paper returned to you. Thank you.

Class Schedule and Weekly Readings: (Changes to the syllabus may occur.)

INTRODUCTION / OVERVIEW / EXPECTATIONS Week 1

Jan 10

Film: “Accepting Intimacy and Sexuality if You’re Merely Human”
(presentation by sex therapist, David Schnarch, Ph.D.)

Readings: (Optional) “Joy with your Underwear Down”
Psychology Today, July/August 1994, Schnarch
(http://www.findarticles.com/p/articles/mi_m1175/is_n4_v27/ai_15544698/print)

CULTURAL MYTHS & FAMILY MESSAGES Week 2

Jan 17

Co-Presenter: Jerry L. Talley, PhD, LMFT

Readings: Barbach: Chapters 1-4, 10
Zilbergeld: Chapters 1-2
Hyde: Chapters 1, 2, 11, 12

MALE SEXUALITY Week 3

Jan 24

Guest Panel: Roy Blum, Paul Wallace, Connor Gurnee
(This will be an evening for you to interact with a multi-age, heterosexual male panel. Please come prepared with questions relevant to the experience of growing up and becoming a sexual male in our culture)

Readings: Zilbergeld: Ch 3-7, 14, 15, 17
Hyde: Ch 4, 5, 6, 8 (male sections)

GAY, LESBIAN & BISEXUALITY Week 4

Jan 31

Guest Panel: Three or four gay / lesbian therapists in the community will join us for an informal and educational Q & A session. Please come prepared with your questions about homosexuality, or questions relevant to clinical issues facing gay males, lesbians, and bisexuals and/or heterosexual therapists who work with them.

Readings: Hyde: Ch 15

FEMALE SEXUALITY Week 5
Feb 7

Films: “Vagina Monologues” and “Beyond Killing Us Softly”

Readings: Barbach: Ch 5-9, 11-17
Zilbergeld: Ch 8, 9, 16
Hyde: Ch 4-8 (female sections)

SEXUAL COMMUNICATION: Talking about the hard stuff Week 6
Feb 14

Co-Presenter: Jerry L. Talley, Ph.D., LMFT
Effective Communication / Desensitization / Language
Dramatic Vignettes / Roleplays / Presentation / Discussion

Readings: Zilbergeld: Ch 10-13
Hyde: Ch 10

COUPLES THERAPY WITH DESIRE DIFFERENCE & OTHER COMMON SEXUAL CONCERNS Week 7
Feb 21

Guest: Monica Stone, LMFT (David Schnarch’s differentiation model)

Readings: Zilbergeld: Ch 18-24
Hyde: 13, 19

DEVELOPMENT OF GENDER / TRANSGENDERISM Week 8
Feb 28

Guests: Judy Van Maasdam, LCSW and Beverly Kam, LMFT

Readings: Hyde: Ch 5, 14

KINKY SEX: B D S M (Bondage, Domination-Submission, Sado-Masochism) Week 9
Mar 07

Guests: Howard Scott Warshaw (film producer) & Edna Wallace, MFTI

Film: “Vice and Consent”

Readings: Hyde: Ch 16

POTPOURRI: More about common sexual problems therapists may encounter, talking to kids about sex, and wrap up Week 10
Mar 14

Roleplays / integration of work and learning to date

Video: "Mad about You" (Couple in therapy with focus on resuming their sex life after birth of first child)

Readings: Barbach: Ch 16
Hyde: Ch 23

FINAL PAPER DUE

New APA Ethics Standard on Student Self-Disclosure:

As of 2004 APA ethics standards, a policy statement on student self disclosure becomes necessary. The following statement is the SCU statement on self-disclosure in our program:

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

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as managed by ethical codes or law).

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

Disability Accommodation Policy:

To request academic accommodations for a disability, students must contact Disability Resources located in the Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.