

**38th Annual
Guelph Sexuality Conference**

**Thursday June 23 & Friday June 24
2016**

Rozanski Hall, University of Guelph



Department of Family Relations and Applied Nutrition and Open Learning and Educational Support

Intensive Sex Therapy Training Program

FRAN 6070: Sexual Issues and Clinical Interventions

Course Syllabus 2016

Dates: Monday, May 30 – Friday, June 3, 2016
Times: 8:30 am – 5:00 pm (refer to the class schedule)
Location: Holiday Inn
601 Scottsdale Drive
Guelph, ON N1G 3E7

Your Instructors:

Course Instructor and Coordinator:

Carm De Santis, PhD (C), RMFT
Instructor, Family Relations & Applied Nutrition
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Course Instructor:

Peggy JH. Kleinplatz Ph.D. C.Psych
Professor, Faculty of Medicine
Clinical Professor, School of Psychology
University of Ottawa

[University of Ottawa Professor Profile](#)

This course is sponsored by:

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Science in Practice



Course Description

This course examines sexual issues and clinical interventions from a life span perspective. Focusing upon theory, research and clinical interventions, it explores the relationship between issues in sexual development and sexual functioning. This course is offered in a one-week intensive format.

The course provides orientation in sex counselling and therapy. It is assumed that participants already have a foundation in the theory and skills of relationship therapy; and knowledge of basic anatomy, gender socialization, basic models of sexual arousal and response, as well as an overview of sexuality over the lifespan. The week intensive program provides basic and intermediate assessing skills, theoretical models, information and materials for sex therapy intervention with a range of clients. Facilitative learning will take place within small group discussions and practice therapy sessions with participants simulating clients and consultation teams, along with lectures and videos.

Required Textbooks

Kleinplatz, P. (2012). *New Directions in Sex Therapy: Innovations and Alternatives (2nd ed.)*. Philadelphia, PA: Brunner-Routledge.

More affordable version available in E-book via Kindle or Brunner- Routledge.

Levine, S.B., Risen, C.B., Althof, S.E. (2016). *Handbook of Clinical Sexuality for Mental Health Professionals, 3rd*, ed. New York: Routledge

ISBN-10: 1138860263 **ISBN-13:** 978-1138860261 This text is available in a Kindle edition

Recommend Books

Hertlein, K.M., Weeks, G.R., & Gambescia, N. (2015). *Systemic Sex Therapy(2nd Ed)*.New York: Routledge.
ISBN-10: 0415738210 · **ISBN-13:** 978-0415738217

Hertlein, K.M., Weeks, G.R., & Gambescia, N. (2015). *A Clinician' Guide to Systemic Sex Therapy (2nd Ed)*. New York: Routledge.
ISBN-10: 0415738393 **ISBN-13:** 978-0415738392

Note: *If you are planning to practice as a sex therapist, you may want to consider investing in the recommended books as you continue your professional development. The cost of books is high, and the timing to purchase them may not be ideal, however, it is imperative to have read the assigned readings to fully experience and engage in the course. Therefore, I recommend you borrow the text from the library or colleague, or look at sharing the resources with your colleagues.*

Purchasing Your Textbooks

The required textbooks are available for purchase from the University of Guelph bookstore a few weeks prior to the start date for the course. <https://www.bookstore.uoguelph.ca/>

You may also purchase your textbook from an online bookseller. Remember that if your textbooks are being ship to allow 4 – 6 weeks for them to arrive.

Course Format:

This course will be facilitated through didactic presentations, case vignettes and/or videos, experiential exercises, role-plays, small and large group discussions, case presentations, and readings. **Course participants are encouraged to actively participate throughout the course, and are expected to attend all five days of the courses.**

Cautionary Note: *Throughout the week, sexually explicit material, variations of sexual behaviour, expressions, and orientations will be presented in various forms (i.e., videos, presenters.) Persons, who have values which conflict with this type of learning, would be better served by taking a course with less focus on reflective and experiential learning.*

This course makes use of our online learning management system CourseLink. Your instructor will post readings, the course syllabus and other information you will need for the course. You will be provided your login information two weeks prior to the start of your course.

Meaningful Learning Experience:

All participants are encouraged to be active inquiry based learners in their acquisition of the course content and learning process. Active participatory learning includes: openness to different perspectives; demonstration of collegial and respectful relationships with peers, course facilitators, and guest speakers; the ability to receive and integrate feedback; the ability to modulate affect (appropriate to the activities of the course); and the ability to maintain appropriate boundaries. When group work is required, participants are expected to work collaboratively, contributing effectively to the group and actively learning from others.

Course Requirements, Assignments and Grading

This course is structured to provide all participants with various learning opportunities while meeting academic and professional standards. Each student will receive a final numerical grade in the course based on successfully completing the required components of this course. Course requirements (see below for details) include attendance and active participation, professional consultation practices, and writing a therapeutic action plan. All students have the option to critically engage with research by submitting the optional commentary assignment.

Attendance and Participation – 30%

Attendance is mandatory and participants must be present every day for the whole day.

Client Consultation and Therapeutic Planning Group – 20%

Participants will have the opportunity to work in consultation groups throughout the week and expand their sexuality knowledge, assessment skills, and intervention abilities. These consultation processes are intended to provide participants with an interdisciplinary experience to develop holistic therapeutic plans, identifying appropriate referrals while addressing a range of client's sexual concerns.

Client Therapeutic Action Plan – 35%

Each participant will develop and submit a brief and holistic *Client Therapeutic Action Plan* on June 10, 2016, a week after completing the in class portion. After the in class consultations you will individually develop a Therapeutic Action Plan regarding the client situation you and your group members have consulted about.

This kind of brief therapeutic action plan tends to be an essential document when making a referral and/or presenting to clinical management in an agency context.

Excellent therapeutic plans are like a personally tailored item of clothing; every part of the person and their context(s) is taken into account. As sex therapists in training, the expectation is not to develop the perfect therapeutic plan (although you are encouraged to develop the best plan you can), as much as it is to identify what elements and client needs are important to consider for a helpful and appropriate therapeutic plan.

Being actively involved and contributing to the consultation group members will be necessary for the development of your therapeutic action plan. You will need to bring together what you have learned from these consultations, your understanding of in-class material and ideas from the assigned readings that are relevant to your specific client situation.

Critical Commentary – 15% (This is an optional assignment)

The purpose of this critical commentary is to provide a thorough explanation of *your ideas, knowledge, and position* regarding an article in the field of sex therapy, specifically sexuality and relationships. A critical commentary is an evaluation that includes both the strengths and the limitations of the article.

All assignments will expect students to apply critical thinking, professional ethics, and knowledge of therapeutic intervention along with understanding of the problem presented. More information regarding assignments will be posted and distributed to all students prior to the start of course, and time will be allocated to during class to discuss assignment requirements.

Assignment Submission Due Dates

Assignment	Evaluation Component Mapped to Learning Objectives	Weight	Due Date
Attendance & Participation	A	30%	Friday, June 3
Client Consultation Group Reflection	B	20%	Friday, June 3
Therapy Action Plan	C	35%	Friday June 10
Critical Commentary	D	15%	Friday June 17

Grading

The assignment of grades at the University of Guelph is based on these standards:

80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

70 - 79 (B) Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

60 - 69 (C) Acceptable. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

50 - 59 (D) Minimally Acceptable. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

0 - 49 (F) Fail. An inadequate performance.

Course Topics

Below is a list of topics and areas that will be covered either in class (lectures, guest speakers, presentations) and/or as assigned readings for Critical Commentary* assignment.

- Development of sexual problems and difficulties
- Assessment of sexual problems and difficulties
- Interventions and treatments within individual and/or relational contexts
- Sexuality diversity and variations
- Identifying sexuality difficulties/problems/disturbances/dysfunctions
- Relational dynamics
- Infidelity/Affairs
- Pornography and sexually explicit material
- Problematizing sexualized behaviours (compulsions, addictions)
- Illnesses and disabilities
- Trauma and abuse
- Pleasure
- Masturbation
- Sexual enhancement
- Life course perspectives
- Sexuality within socio-political- cultural contexts

Overall Course Objectives

A course of this nature is designed to aid both a current and future practitioner (e.g., clinician, educator, and researcher) to work in the sexuality field. The overall focus of this course is to identify and increase the learners' awareness of diverse sexuality and sexual difficulties, and recognize how issues of sexuality arise and can be addressed in clinical settings. The course is intentionally designed to meet professional accreditation core competencies (i.e., AAMFT, AASECT) with the belief that the course goals will serve all class participants with a foundation of sexual issues and clinical intervention.

By the end of this course, participants will have a framework for addressing clinical issues involving sexual, relational, and physiological components. They will be able to critically discuss the complexities to be considered when working with various clients presenting sexual concerns, and able to articulate a rationale for the choices in their assessment and/or intervention with client(s). Participants will have more awareness and be able to critically analyse of the contextual variables that effect human sexuality. They will have increased awareness of "self-as-therapist" and their social location (class, gender, culture, sexual orientation, etc.) and impact on their clinical work.

Learning Outcomes

The following learning outcomes are intended to meet several core competencies set by Ontario Association of Marriage and Family Therapy (OAMFT), American Association of Marriage and Family Therapy (AAMFT), American Association of Sex Educators, Counselors and Therapists (AASECT), and as part of the (**) University of Guelph's Couple and Family Therapy Program Educational and Learning Goals and Expected Student Learning Outcomes (ESLOs). The identifying letters of A, B, C, and D are added below to indicate the assignment or activity which assesses mastery of each outcome (see Course Requirements, Assignments and Grading above).

A. Professional Practice

Students will learn about assessments and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, presenting with sexual related concerns.

1. Students will become knowledgeable and recognize about common sexual concerns and complaints of couples and individuals, including those in clinical populations (clients with co-morbid conditions such as anxiety, depression, substance abuse, history of sexual trauma). (A, B, C, D)
2. Students will learn how and be able to develop a therapeutic plan and address sexual difficulties and problems in the context of ongoing relational therapy (or individual psychotherapy). (A, B, C)

B. Scientific Inquiry and Critical Evaluation **

Students will develop a professional identity encompassing an interdisciplinary sensibility, informed by relevant research-based information from related disciplines (sexology, family therapy, sociology, psychology, social work, health, etc.) and supported by the principles of critical appraisal of knowledge.

EG-2 **

1. Students will demonstrate an ability to write coherently about integrating theory, research, and practice skills related to their professional work with sexuality related issues and concerns. **** ESLO 2 b (B,C,D) (note: this outcome is addressed in the writing assignments submitted after the course).**
2. Students will have knowledge, access and analyze of current research developments in human sexuality, and the multiple sources of sexual difficulties (psychological, relational, socio-cultural and biological factors), along with couple and family therapy field, including empirically validated and evidence-based therapy approaches. **** ESLO 2 c (A, B, C, D)**

C. Intersections: Social location, power relations, and social context

Students will integrate a sophisticated sensitivity to diversity into their professional identity as therapists and counsellors, privileging attention to social location/socio-cultural context and including an understanding of social justice issues, awareness of, and employ social justice constructs and demonstrate how direct and systemic marginalization, discrimination, and abuse may impact people's everyday lives. EG-4**

1. Students will critically analyze how their social location, values and beliefs shape their professional identity. **** ESLO (4 a) (A,B,C,D)**
2. Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to one's own participation in these processes. **** ESLO (4 b) (A,B,C,D)**
3. Students will learn and apply strategies to explore and which will address issues of diversity (e.g., sexual orientation, ethnicity), marginalization, discrimination, and abuse in therapy with clients. *(A,B,C,D)*
4. Student will identify how the therapist's attitudes, biases, lack of information in sexual matters may impact therapy. *(A,B,C,D)*

D. Professionalism, Ethical Conduct and Accountability

Student will construct a professional identity as a professional identity that consistently applies principles of ethical practice in their work with clients, maintains high standards of conduct – including following “best practices” regarding the delivery of services, and engages in critical, reflexive self-evaluation. ****EG-2**

1. Students will demonstrate ability to identify ethical dilemmas, raise appropriate questions, and engage in discussion of the implications of various responses/actions related to sexual issues in the therapy. **** EG-2 (2 b) (A,B,C,D)**
2. Students will understand and describe the crucial role of therapist-as-educator and the importance of providing clients with accurate information and helpful resources. *(A,B,C,D)*
3. Students will exercise caution about, and critically analyse the assumption that a sexual problem is only intra-psychic. *(A,B,C,D)*
4. Students will identify when to refer to a therapist more skilled or comfortable with a

particular sexual issue, sexual orientation, sexual expression, or a sex positive medical professional urologists; gynecologists; endocrinologists; physiotherapists; occupational therapists; protologists; internists (A,B,C)

American Association of Marriage and Family Therapy (AAMFT) Selected Core Competencies

Professional competency is essential to high standard and ethical practices. Below are the core competencies this course aims to foster among participants. The following competencies are taken from the American Association for Marriage and Family Therapy Core Competencies document (http://www.aamft.org/imis15/Documents/MFT_Core_Competencie.pdf)

AAMFT CC#	Sub-Domain	AAMFT Core Competency
6.1.1.	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
6.3.1.	Executive	Read current MFT and other professional literature.
6.3.3.	Executive	Critique professional research and assess the quality of research studies and program evaluation literature.
6.4.1.	Evaluative	Evaluate knowledge of current clinical literature and its application.

American Association of Sexuality Educators Counselors and Therapists (AASECT) Learning Outcomes

Application for CE Credits from AASECT has been submitted. As an AASECT approved continuing education workshop it can be used toward earning or maintaining AASECT Certification.

Key to AASECT Core Knowledge Areas:

- A. Ethics and Behaviour
- B. Developmental sexuality from a bio-psycho-social perspective across the life course
- C. Socio-cultural factors in relation to sexual values and behaviour
- D. Issues related to Sexual Orientation and/or Gender: heterosexuality, issues and themes impacting lesbian, gay, bisexual, pansexual, asexual people, gender identity and expression
- E. Intimacy skills, intimate relationships, interpersonal, relationship and family dynamics
- F. Diversities in sexual expression and lifestyles, including, but not limited to Polyamory, swinging, BDSM,
- G. Sexual and reproductive anatomy/physiology
- H. Health/medical factors that may influence sexuality including, but not limited to illness, disability, drugs, mental health, conception, fertility, HIV/AIDS, sexually transmitted infection, other infections, sexual trauma, injury, and safer sex practices
- I. Range of sexual functioning and behaviour, from optimal to problematic, including but not limited to common issues such as: desire discrepancy, lack of desire, difficulty achieving or maintaining arousal, sexual pain and penetration problems, difficulty with orgasm
- J. Sexual exploitation, including sexual abuse, sexual harassment, and sexual assault
- K. Cyber sexuality and social media
- L. Substance use/abuse and sexuality
- M. Pleasure enhancement skills
- N. Learning theory and its application
- O. Professional communication and personal reflection skills

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- P. History of the discipline of sex research, theory, education, counseling and therapy
- Q. Principles of sexuality research and research methods

At the conclusion of this workshop participants will be able to:

Core Knowledge Areas HUMAN SEXUALITY	Core Knowledge Areas TRAINING	OUTCOME
MONDAY		
N/Q	ST1/ST5/SC1	Describe and implement interdisciplinary thinking about sex therapy.
P	ST2/ST3/ST4/ SC2/SC3/SC4/SC6	Recognize and discuss the disciplines of sex therapy.
O/P	ST1/ST6/ST7/SC5	Review the process of becoming a sex therapist.
O	ST1	Identify and list the possible credentialing for sex therapists. (e.g., AASECT, BESTCO)
A/O	SC5/ST6/SE3	Describe and apply AASECTs ethical guidelines.
D/E/F	SE4/SC2/C3/C4	Describe the spectrum and variation of human sexuality.
B/C/D/E/G/H/I/M	SC1/SC2/,SC3/SC4 ST1/ST2/ST3/ST4	Recognize and distinguish the different theoretical and pistemological frames related to human sexuality. Explain ways sex therapy research and practice have historically been framed in a heteronormative way.
C/D/F/H/J/L	SC2/SC4	Report and evaluate the key aspects of working with sexual minority individuals.
I/N/O/P	SC2,5,6/ST5,6	Plan and illustrate inclusive practices related to sex therapy.
TUESDAY		
B/C/D/E/F/H	ST1	Identify and contrast current models and theories of sex therapy.
A/F/I/N/O/P	ST4/ST1/SC5	Critically evaluate current models and theories of sex therapy.
A/P	SC5/ST6	Apply ethical principles related to situations of attraction between clients and therapists.
A/E/J/L/P	SC5/SC6/ST6	Apply ethical principles related to incidences of sexual trauma.
B/G/H/I	SE1/SC4/ST2	Describe role of anatomy in sexual concerns.
B/E/G/H	ST4/ST5	Describe and evaluate pelvic floor therapies useful in sex therapy.
B/E/F/G/H/I	ST1	Compare and contrast key elements of Masters and Johnson, Kaplan, and Basson’s circular model of sexual response.
C/D/E/F/H/I/J/K/L	SC2/ST1/SC4	Evaluate the utility of the common theories and models related to sexual concerns.
WEDNESDAY		
E/H/I/J/K/L/M	SC2/SC1/ST1/ST2/ ST4	Identify sexual dysfunctions among women.
C/G/H/I/L	ST2/ST5	Apply the Diagnostic and Statistical Manual of Mental Disorders to sexual concerns.
C/E/F/H/I/J/M/N	ST3/ST2/ST4/ST5	Identify desire disorders common in sex therapy.
H/I	ST3/ST2/ST4/ST5	Distinguish between desire disorders and desire discrepancy in couple relationships.
B/C/G/H/I	ST4,ST3/ST2/SC4	Describe and distinguish between medical and psychotherapeutic interventions for desire problems.
G/H	SC6/ST7	Create an interdisciplinary team to assess and treat sexual problems which attendees can draw from in their professional practice (group networking and team building activity).
G/H/I	ST2/ST3/ST4	Identify medical and psychotherapy assessments. Compare and contrast medical assessments to psychotherapy

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Core Knowledge Areas HUMAN SEXUALITY	Core Knowledge Areas TRAINING	OUTCOME
		assessments.
G/H/I/L	SC4/ST4	Report the potential impact of pharmaceutical drugs on sexual functioning.
B/C/H/I	SC1/SC2/SC3/SC4 ST2/ST3/ST4	Describe the co-morbidity of mental health problems and sexual problems Analyze strategies to treat sexual problems taking into account mental health problems and treatments.
G/H/I	SC4/ST4/ST7	Describe medical intervention options for sexual problems resulting from biogenic health problems; based on case examples
THURSDAY		
B/C/M	SE4/SC2/ST3	Report ingredients of optimal sexuality based on Kleinplatz's model.
N/O/P/Q	SC1/SC2/ST4	Practice asking psychotherapeutic questions from a strengths-based approach (getting at what's working and fostering optimal sexuality).
B/C/EM	ST7/SC1/ST1	Develop a treatment intervention lens using a pleasure-centered biopsychosocial approach
B/C/D/E/G/H/I/J/ K/L	ST7/SC1/ST1	Apply biopsychosocial model to sexual concerns.
A/C/D/E/H/I/K	ST6/SC5	Describe ethical issues, and assess the consequences and impact around disclosure of infidelity in a therapeutic setting.
C/E/F/I	ST6/SC5	Design a plan around disclosure of extrarelational, nonconsensual relationships.
E/F/H/I/J/N/P/Q	SC1/ST1	Critique sex addiction models.
B/C/E/F/J/N/P/Q	SC1/SC5/ST6	Assess and discuss when and where sexually explicit material is an aid or a detriment in sexual relationships.
FRIDAY		
B/C/D/E/H/I/M	SC2/SC4/ST4/ST7	Describe and evaluate the impact of bodily differences on sexual experience and sexual functioning.
B/C/E/F/H/I	SC1/SC5/SC6/ST1/ ST6	Construct a "whole person" philosophy (seeing beyond the genitals) when considering sexual problems.
B/G/H/I/M	SC1/ST1	Review somatic awareness exercises (mindfulness).
F/M/O	SC1/ST1/SE1/ST7	Practice body mindfulness and body awareness exercises.
A/C/N/O/P	SC5/ST6/SC6/ST5	Define areas of personal competency for sex therapy (acknowledging limits of professional practice).
C/D/E/F	SE1/SC6/ST7/ST5	Interpret the ways sex can be considered play
M	SE1/SC1/ST1	Identify common sexual aids (sexual enhancement products) and explain how/when they are used.
I/M	ST7	Demonstrate how common sex toys are used.
B/C/E/G/I/M	ST1/ST7/SC1	Describe masturbation and solo sex techniques.

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Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Registration	Networking Opportunity	Networking Opportunity	Networking Opportunity	Networking Opportunity
8:30 - 9:00	Welcome & Introductions	Client Consultation & Therapeutic Planning	Client Consultation & Therapeutic Planning	Client Consultation & Therapeutic Planning	Client Consultation & Therapeutic Planning
9:00 - 10:30	Module 1 – Course Overview (De Santis)	Module 5 – Sexual Medicine: A medical perspective (Dustin Costescu)	Module 9 – Sexual Medicine: Sexual wellbeing and pharmaceuticals (Jeff Wong)	Module 13 – Applying a critical perspective to treatment plans and intervention planning (De Santis)	Module 17– Spectrum of Human Sexualities Part 2: Seeing the person in the client Naked on the inside (De Santis)
10:30	BREAK				
10:45 - 12:15	Module 2 – Orientation to Becoming a Sex Therapist Developing a scope of practice and interdisciplinary perspective (De Santis)	Module 6 – Assessment Pt. 2: Male & Female Sexual Problems (Kleinplatz)	Module 10 – Intervention option: Pelvic floor physiotherapy (Julie Fiorelli)	Module 14 – Intervention & Treatment: Sexual Trauma (De Santis)	Module 18 – Intervention Planning: Body Oriented & Mindfulness (De Santis)
12:15 - 1:15	Working Lunch .75hr – Role Play 1: <i>My first sex therapy client</i> (Kleinplatz)	Working Lunch .75hrs – Role Play 2: <i>3 times-a-week</i> (Kleinplatz & De Santis)	Working Lunch .5hrs: Client Consultation & Therapeutic Planning (De Santis)	Working Lunch .5hrs: Client Consultation & Therapeutic Planning (De Santis)	Working lunch .5hrs: Client Consultation 3 Building Competency
1:15 - 3:00	Module 3 – Basic Principles of Sex Therapy (Kleinplatz)	Module 7 – Assessment Pt 3: Problems of Desire Spectrum of Desires (Kleinplatz)	Module 11 – Spectrum of Human Sexualities Part 1: Ethics, Diversity & Intersectionality (De Santis)	Module 15 – Intervention and Treatment with Consensual Non-Monogamy Relationships (CNM) (Jess Wood)	Module 19- Intervention Planning: Sexual Pleasure and Sexual Play (Carlyle Jansen)
3:00	BREAK				
3:15 - 5:00	Module 4 – Assessment Pt 1: Making sense of Sexual Problems & What Makes a Sexual Difficulty Problematic (Kleinplatz)	Module 8 – Optimal Sexuality (Kleinplatz)	Module 12 – Interventions and treatment planning at the margins (Rahim Thawer)	Module 16 – Intervention & Treatment Infidelity (De Santis)	Module 20 – Putting it all together! ----- Wrap up and Evaluations (De Santis)
Daily educational hours	7.75	8.25	7.5	7.5	7
Running Total	7.75	16	23.5	31	38.5

Note: There may be some variation and changes to the schedule as the instructors prepare for the week, please use this schedule as a guideline. We do not recommend you book other appointments and visiting during this week as your workload will be intensive.

Policies

University of Guelph graduate students should refer to the Graduate School Calendar for policies related to this course. <https://www.uoguelph.ca/registrar/calendars/graduate/2015-2016/>

The following policies apply to Intensive Sex Therapy Training Program, professional development participants (Open Learning Participants). If you have any questions regarding our policies please contact our office at info@OpenEd.uoguelph.ca.

Academic Integrity and Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with your course instructor or the program manager.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar

Academic Consideration

The University of Guelph will consider granting Academic Consideration for courses if there are sufficient extenuating medical, psychological or compassionate reasons. Academic Consideration may take the form of an extended deadline, a deferred privilege, a late drop of a course with or without academic failure, withdrawal from a semester with or without academic failure, or permission to continue on probationary status. A deferred privilege could take the form of approval to complete a course requirement after the end of the semester.

If you require Academic Consideration before the final class day of a semester, please contact the instructor of the course by email, if possible, prior to the date on which the work is due.

If you require Academic Consideration beyond the end of the semester, please contact the [Academic Assistant to the Director](#) immediately. You will be asked to submit:

- A personal letter or email stating your request and outlining the medical, psychological or compassionate grounds for your request.

- Documentation supporting your request.
- A completed Academic Consideration Form

Academic Consideration requests are reviewed by the Academic Review Sub-Committee of Open Learning and Educational Support and you will be sent a letter, notifying you of the outcome.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to open and supportive learning environment.

Continuing Education students requiring special service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Academic Assistant to the Director – Jessica.martin@uoguelph.ca](mailto:Jessica.martin@uoguelph.ca) before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require course materials produced in an alternate format (e.g., DAISY, Braille, large print or eText), please the [Academic Assistant to the Director](mailto:Jessica.martin@uoguelph.ca) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Copyright

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

For more information about students' rights and obligations with respect to copyrighted works, see Fair Dealing Guidance for Students: [website: www.lib.uoguelph.ca/sites/default/files/fair_dealing_guidance_for_students.pdf](http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_guidance_for_students.pdf)

Grading Scheme

All papers and assignments will be graded according to the regulations outlined in the University of Guelph Undergraduate Calendar. The grading system is as follows:

A+	90 - 100%	C	63 - 66%
A	85 - 89%		60 - 62%
	80 - 84%	D+	57 - 59%
B+	77 - 79%	D	53 - 56%
B	73 - 76%		50 - 52%
	70 - 72%	F	0 - 49%
C+	67 - 69%		

Students should pay particular attention to the definitions of the grade ranges:

80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, analyze and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

70 - 79 (B) Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

60 - 69 (C) Acceptable. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

50 - 59 (D) Minimally Acceptable. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner is only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

0 - 49 (F) Fail. An inadequate performance.

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