



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6940-01 Gender, Sexuality and Clinical Interventions

COURSE OUTLINE – FALL 2025

1. GRADUATE CALENDAR DESCRIPTION

This course examines gender, sexuality 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 clinical section for MRFT and MP students and a non-clinical section for MA.MH students.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): None

Co-Requisites(s): None

Restriction(s): Clinical section 01: MRFT and MP students only

2. COURSE DESCRIPTION

Focusing upon theory, research and clinical interventions it explores the relationship between issues in sexual development and sexual functioning.

This section of this course is designed for MRFT and MP students only and who are preparing to or actively providing direct client contact and receiving supervision through the Maplewoods Centre or approved externship placement. Class discussions, assignments, and class activities will be geared to the integration of theory into clinical practice, and students will be encouraged to appropriately draw on their experience of seeing clients and ways to apply course content to their current practice. Students will also be encouraged to consider how to apply course learning to their everyday lives.

3. TIMETABLE

Lecture: Monday 2:30 – 5:30

Location: This course is offered through hybrid (online and in-person) delivery. Links to the Microsoft Teams will be provided in CourseLink.

4. INSTRUCTIONAL SUPPORT

Course Instructor: Melisse DeDobbeleer M.S.W. RP RSW RMFT-S

Email: [mdedobbe@uoguelph.ca]
Telephone: 519-519-358-3719 []
Office:
Office Hours: [by appointment]

5. LEARNING RESOURCES

Required Resource(s): See Reading List on Courselink and ARES

Recommended Resource(s):

Binik, Y.M. & Hall, K.S. (eds.) (2020). Principles and practice of sex therapy (6th ed.) NY: Guilford.

\$155.64

(available online on reserve through ARES)

MacIntosh, H.B. (2019). Developmental couple therapy for complex trauma: A manual for therapists.
 USA: Routledge

\$61.04

(available online on reserve through ARES)

6. LEARNING OUTCOMES

At the completion of this course, successful students will be able to:

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
Become knowledgeable about and recognize common sexual concerns and complaints of groups, couples, and individuals, including those in underserved clinical populations and/or those with some common co-existing concerns (e.g., clients with co-morbid conditions such as anxiety, depression, diverse neurotypes, history of sexual trauma) through scholarly course readings, written or oral assignments, and synchronous class discussions.	1.1, 4.1, 8.1, 8.2, 8.3	1.1, 1.3, 5.1	1.1, 1.3, 4.3

Learn how and be able to develop a therapeutic plan and address sexual difficulties and goals in the context of ongoing relational or individual psychotherapy through scholarly course readings, written or oral assignments, and synchronous class discussions.	4.2, 4.3, 6.2, 7.1, 7.2	1.1 – 1.5, 2.1, 5.2	1.2, 1.5, 4.1
Demonstrate an ability to write coherently about integrating theory, research, and practice skills related to their professional work with gender and sexuality related issues and concerns through written assignments.	1.1 – 1.3, 4.1, 5.1, 6.3, 8.2	2.1, 5.2	1.1, 1.3, 4.1
Analyze current research developments in human sexuality, and the multiple sources of sexual difficulties (psychological, relational, socio-cultural and biological factors), along with relational and family therapy field, including empirically validated and evidence-based therapy approaches through scholarly course readings, written or oral assignments, and synchronous class discussions.	4.1, 8.1 – 8.3	1.1, 1.3, 5.1, 5.2	1.3
Critically analyze how their own social location, values and beliefs shape their professional identity as it relates to gender and sexuality related issues and concerns through scholarly course readings, written or oral assignments, and synchronous class discussions.	2.1 – 2.3, 3.1 – 3.3, 4.4, 7.3	1.4, 3.4, 4.3	2.1, 3, 4.2
Learn and apply strategies to explore and address issues of diversity (e.g., sexual orientation, ethnicity), marginalization, discrimination, and abuse in therapy with clients through scholarly course readings, written or oral assignments, and synchronous class discussions. Identify how the student's attitudes, biases, lack of information in sexual matters may impact therapy through reflective writing.	2.1 – 2.3, 3.1 – 3.3, 4.4, 7.3, 7.4	1.4, 1.5, 4.3	1.1, 2.1, 3, 4.2, 4.4
Understand and describe the crucial role of therapist-as-educator and the importance of providing clients with accurate information and helpful resources through scholarly course readings, written or oral assignments, and synchronous class discussions.	4.1, 6.3, 7.1, 8.1 – 8.3	2.1, 5.2	1.3
Demonstrate an ability to identify ethical dilemmas, raise appropriate questions, and engage in discussion of the implications of various responses/actions related to gender and sexuality in therapy including referrals to	1.2, 6.1 – 6.3	3.2, 4.6	1.4, 1.5

other health professionals through scholarly course readings and synchronous class discussions.			
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7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
1	Course Introduction and Welcome, Sex therapy models		
2	Therapy vs. Education, BYOModel approach	<p>Binik YM, Meana M. The future of sex therapy: Specialization or marginalization. <i>Archives of Sexual Behaviour</i> (2009) 38:1016–1027,</p> <p>Levenson JS, Craig SL, Austin A. (2021). Trauma-informed and affirmative mental health practices with LGBTQ+ clients. <i>Psychological Services</i> (2021), Advance online publication, 134-144</p>	

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
3	Anti-oppressive and Intersectionality aware sex therapy, cultural humility	<p>Moser C, Kleinplatz P. Conceptualization, history and future of the paraphilias. Annual Review of Clinical Psychology (2020). 16: 379-399.</p> <p>McRuer R. Disabling sex: Notes for a crip theory of sexuality. GLQ: A journal of Lesbian and Gay Studies (2010). 17: 107-117.</p> <p>Darnell, C., Neves, S., & Davies, D. (2023). When sex, health and stigma collide: Counselling people who sex work (and their partners). In Relationally Queer (1st ed., pp. 58–73). Routledge. https://doi.org/10.4324/9781003260561-5</p>	

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
4	Sexual identity & Gender diversity	<p>Goldberg AE, Kuvalanka KA. Navigating identity development and community belonging when “there are only two boxes to check”: An exploratory study of nonbinary trans college students. <i>Journal of LGBT Youth</i> (2018). Online publication, https://doi.org/10.1080/19361653.2018.1429979</p> <p>Witherspoon RG, Theodore PS. Exploring minority stress and resilience in a polyamorous sample. <i>Arch Sex Behav</i> (2021) 50: 1367-1388.</p> <p>Kisler TS, Lock L. Honoring the voices of polyamorous clients: Recommendations for couple and family therapists. <i>Journal of Feminist Family Therapy</i> (2019) 31: 40-58.</p> <p>Glossary https://lgbtqia.ucdavis.edu/educated/glossary</p>	
5	Sexual anatomy and pleasure	<p>Cis female https://www.youtube.com/watch?v=WDetHC86Dgo</p> <p>Cis male https://www.youtube.com/watch?v=2t27XL34xlo</p>	Student presentations 1 & 2

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
6	Sexual orientation & Diverse relationship structure	<p>Hoskin RA, Blair KL, & Jenson KE. (2016). Dignity versus diagnosis: Sexual orientation and gender identity differences in reports of one's greatest concern about receiving a sexual health exam. <i>Psychology & Sexuality</i>, 7(4), 279-293.</p> <p>Graham, N. Polyamory: A call for increased mental health professional awareness. <i>Archives of Sexual Behavior</i> (2014) 43: 1031-1034.</p> <p>Seguin L. The good, the bad and the ugly: Lay attitudes and perceptions of polyamory. <i>Sexualities</i> (2019), 22(4), 669-690</p>	Student presentations 3 & 4
7	Common sexual concerns	<p>Johnson SM, Simakhodskaya Z, Moran M. Addressing issues of sexuality in couples therapy: Emotionally focused therapy meets sex therapy. <i>Current Sexual Health Reports</i> (2018). 10:65-71.</p>	Student presentations 5 & 6

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
8	Trauma and sexuality	<p>Campbell, C. (2020). Sexual trauma. In <i>Contemporary Sex Therapy</i> (1st ed., pp. 152–161). Routledge. https://doi.org/10.4324/9781003021889-15</p> <p>Cascalheira, C. J., Ijebor, E. E., Salkowitz, Y., Hitter, T. L., & Boyce, A. (2023). Curative kink: survivors of early abuse transform trauma through BDSM. <i>Sexual and Relationship Therapy</i>, 38(3), 353–383. https://doi.org/10.1080/14681994.2021.1937599</p>	Student presentations 7 & 8

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
9	Sexual addictions, compulsions, fetishes and kinks	<p>Moser C, Kleinplatz P. Conceptualization, history and future of the paraphilias. <i>Annual Review of Clinical Psychology</i> (2020). 16: 379-399.</p> <p>Walton MT, Cantor JM, Bhullar N, Lykins AD. Hypersexuality: A critical review and introduction to the “sexhavior cycle”. <i>Arch Sex Behav</i> (2017). 46: 2231:2251.</p> <p>Watter D. Existential issues in sexual medicine: The relation between death anxiety and hypersexuality. <i>Sexual Medicine Reviews</i> (2018). 6:3-10.</p> <p>Neves, S. (2021). The religious disguise in “sex addiction” therapy. <i>Sexual and Relationship Therapy</i>, 37(3), 299–313. https://doi.org/10.1080/14681994.2021.2008344</p>	Student presentations 9 & 10

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
10	Accessible Sex- bodies, pain, cancer, chronic health conditions	<p>Frawley P, O'Shea A. 'Nothing about us without us: sex education by and for people with intellectual disabilities. <i>Sex Education</i> (2020). 20: 413-424.</p> <p>Kattari, S. K. (2024). No Spoons for Spooning: Navigating Sexuality, Chronic Illness, and Chronic Pain. In <i>Exploring Sexuality and Disability</i> (1st ed., pp. 139–152). Routledge. https://doi.org/10.4324/9781003308331-12</p> <p>Gambescia, N., Weeks, G.R., & Hertlein, K.M. (2020) Physical/Medical Issues in Sex Therapy. In <i>A Clinician's Guide to Systemic Sex Therapy</i> (3rd ed.). Routledge. P. Gambescia, N., Weeks, G.R., & Hertlein, K.M.</p> <p>Ward P, McPhail D. Fat shame and blame in reproductive care: Implications for ethical health care interactions. <i>Women's Reproductive Health</i> (2019). 6: 225-241.</p>	Student presentations 11, 12 & 13

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
11	Boundaries, Resources, ongoing training	<p>Fahs B. Psychological kinship between fat therapists and fat patients: Healing and solidarity around stigma, family relationships, and body image. <i>Fat Studies</i> (2020). p.243-259</p> <p>Wignall, Liam. McCormack, Mark. Communicating Sex in Digital Spaces from Using Emojis to "What are you Into?" in Prior, E. E., Williams, D. J., Williams, D. J., & Prior, E. E. (2025). <i>Positive Sexuality: A Promising Future for Sex Research, Education, and Practice</i> (1st ed.). Routledge. P. 185-200 https://doi.org/10.4324/9781032631820</p> <p>Shelton, M. (2020). A Roadmap for Navigating the Risks of Therapy. In <i>Sexual Attraction in Therapy: Managing Feelings of Desire in Clinical Practice</i> (1st ed.). Routledge. P. 13 -25 https://doi.org/10.4324/9780429262456</p>	Student presentations 14, 15 & 16
12	Final Course Wrap up		Resource Project Due

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Reflection Posts	1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 6.3, 7.1, 8.1, 8.2, 8.3	One per week (10 out of 12 weeks)	30%
Case Presentation and Selected Reading	3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 6.2, 6.3, 7.1, 8.2, 8.3	Various, see schedule	40%
Resource Project	4.1, 6.3, 7.1, 8.1, 8.2, 8.3	Due Last day of classes	30%
Total:			100%

Reflection Posts (3% each; 30% total):

Students will provide 10 reflection posts throughout the semester that address the content covered that week. Each reflection post should be 1-2 pages and focus on reactions to the material discussed in lecture including, but not limited to: what stood out, what information was new, surprising, not new, difficult; how the content was impactful/or not for therapeutic work, professional development, personal development; how the content challenged personal beliefs; what additional information would be helpful and how to pursue learning more about that particular topic (see Courselink for further details).

Case Presentation and Selected Reading (40%):

For this assignment, students will prepare a 20-25 minute (plus 15 minute class discussion) case presentation for the class that includes a hypothetical therapy scenario related to gender and sexuality. Students will create a brief background, questions or considerations in working with this case, potential challenges and strengths, as well as potential directions to move forward. Students will provide the class with one peer-reviewed reading as background for class discussion related to the presentation and are expected to incorporate current literature on the topic in throughout their presentation (see guidelines in Courselink for additional details). This assignment will be done in pairs.

Resource Project (30%): The purpose of this assignment is to consider a topic of interest related to gender and sexuality and create a client, therapist, and/or, community resource for the chosen issue. There is flexibility in the mode of resource delivery (consider different forms of multimedia) and students are encouraged to get creative with their assignment. This assignment will be shared informally with the class during the last lecture and is meant to be a resource for us all so include information on how you would like to be identified. Ideas could include worksheets, an informative TikTok, podcast, PDF, guided meditation, etc. (See guidelines in Courselink for additional details).

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the

significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in

writing with name, ID#, and email contact. [See the graduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

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 a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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.

Resources:

The [Academic Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).