



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

## Couple & Family Therapy Program FRAN 6070 SEXUAL ISSUES AND CLINICAL INTERVENTIONS

### COURSE OUTLINE Winter 2022

#### 1. GRADUATE CALENDAR DESCRIPTION

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 within hybrid format

**Pre-Requisite(s):** to be taken within approved CFT course of study

**Co-Requisites(s):** to be taken within approved CFT course of study

**Restriction(s):** only to be taken within approved CFT course of study

#### 2. 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 full semester, primarily in-class learning, hybrid or online (see hybrid statement above) 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 (or are currently in training); and already have knowledge of basic anatomy, gender socialization, basic models of sexual arousal and response, and sexuality over the lifespan. This course provides basic and intermediate assessing skills, theoretical models, information and materials for sex therapy intervention with a range of clients. Facilitative learning may include small group discussions and practice therapy sessions with participants simulating clients and consultation teams, along with lectures and videos. The course is primarily designed for people in the clinical field, as the course material and assignments focus on working with clients. **The course does not certify people to be a sex therapist and/or practice therapy.** For more information about how to become a certified sex therapist, contact an accrediting association, such as the Board of Examiners in Sex Therapy and Counselling in Ontario (BESTCO), or the American Association for Sexuality Educators, Counselors, or Therapists (AASECT).

#### 3. TIMETABLE

**Lecture:** Mondays 12:30-3:30pm

**Location:** hybrid online/Maplewoods classroom

#### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Ruth Neustifter, Ph.D., RMFT, RP

Cell Phone: 519 994 1014 (texts or Telegrams encouraged)

E-mail: ruthn@uoguelph.ca (please just text or Telegram me)

Office: Office hours held online by Telegram

Class Telegram Group: <https://t.me/+GeGsx-F7FQdmNTIx>

## 5. LEARNING RESOURCES

### Required Resource(s): Telegram App

Telegram is a free chat app that works on smartphones, tablets, and computers that run Android, Windows, Linux, MacOS, or iOS - so that should cover everyone in the class when it comes to tech. You can learn about it and find download links at <https://telegram.org>. All students are expected to join the class's Telegram group in a way that allows you to check it at least every couple of days, or at least ensure that a classmate is checking it and updating you just as often. I will use our Telegram group to make class announcements, hold office hours by text/video, share resources, receive your feedback, ask for feedback, and more. I suggest that you all set your tech so that it doesn't disturb you if people use the group at odd hours; I do the same. Telegram is the quickest way to reach me within my working hours, however I am never on-call for this class. It is a sign of good work/life boundaries when folks do not always respond to chat messages immediately. As for etiquette, I don't want to have to say more than: be a good, kind person who is aware of the importance of anti-oppression, power, consent, and so on.

**Recommended Resource(s):** Both required and recommended readings and media are available on CourseLink for this course. They are updated regularly, including over the course of the semester in the case of recognizing current events. Required resources will be posted at least 3 days prior to every class meeting.

## 6. LEARNING OUTCOMES

This course contains a very wide reaching breadth of topics, more than anyone could gain mastery in over the course of a single semester. My goal is to give you enough information that you can more competently work with clients around issues related to the class, and that you can also be a strong and motivated critical thinker around increasing your knowledge in these areas every year of your career. I approach these topics as a sexuality educator who is also a therapist that works with sexual issues. We do not adhere to a specific model of sex therapy here, rather I am teaching with the idea that you will BYOModel to this work.

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

- A. Students will 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 (clients with co-morbid conditions such as anxiety, depression, diverse neurotypes, history of sexual trauma).
- B. Students will 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.

A. 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. 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

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/sociocultural 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)

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)

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. Student will identify how the therapist's attitudes, biases, lack of information in sexual matters may impact therapy.

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 8

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)

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.

3. Students will exercise caution about, and critically analyze the assumption that a sexual problem is only intra-psychic.

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 urologist; gynaecologists; endocrinologists; physiotherapists; occupational therapists; proctologists; internists

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\\_Competicencie.pdf](http://www.aamft.org/imis15/Documents/MFT_Core_Competicencie.pdf).

## 7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

### Content Warnings

This course contains content, media (photos, video, etc.), and discussions that are likely to include:

- images, audio, and descriptions of explicit sexual content. This topics this applies to include, but are not limited to:
  - nude human bodies, external and internal anatomy. This includes cis gender and trans bodies, body parts, and entire people.
  - humans engaging in sexual self pleasuring, paired pleasuring, and group pleasuring
  - affirming information about kinks, fetishes, BDSM, roleplay, monogamy, and non monogamy
  - sexual position information, including with the use of sex toys, prosthetics, and positioning aids

- porn and other explicit art and media
- sexuality and chronic pain, disability, mental health diagnoses, etc.
- this course actively affirms all genders and sexualities, as well as all mutually consensual and well informed expressions of kink, fetishes, power play, and more.
- this course recognizes that a trauma informed perspective on these topics is necessary. As such, we will be discussing sources, prevention, intervention, and impacts of (1) traumas that impact sexualities and genders of clients and also (2) ways in which experiences of navigating sexualities and genders in this world can bring about systemic traumas.
- this course takes minority stress seriously, as well as anti-oppression, including the importance of anti-racism and decolonizing. These efforts are a work in progress, and always will be. Critical feedback of myself and this course is gratefully accepted and it is my job not to be fragile about receiving it. It is also helpful to hear what is going well, so that I can keep doing it.
- this course will include content on sexual and intimate partner violence, as it pertains to these topics. The instructor will strive to make students aware before this content is presented, and asks that students do the same for each other.

	Potential Topics
Week 1	<ul style="list-style-type: none"> <li>• Course intro and welcome</li> <li>• Some of the most privileged/taught sex therapy models</li> <li>• Sex therapy vs. sex education</li> <li>• BYOModel approach of this course</li> <li>• Trauma informed approaches to sex therapy</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Anti-oppressive &amp; Intersectionally aware sex therapy</li> <li>• Cultural humility and sex therapy</li> <li>• Decolonizing sex therapy</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Recognizing and addressing our own biases, stigma, and areas of being uninformed or misinformed</li> <li>• Recognizing the impact of colonized thinking and white supremacy on the language we tend to learn for all of this, from identity terms to anatomy to activities and more</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Basic sex and pleasure anatomy</li> <li>• Ways people orgasm</li> <li>• Making medical referrals</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Gender queerness and trans sexualities</li> <li>• Asexual &amp; agender people are real and that's awesome</li> <li>• Diverse sexual orientations</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Sex addictions and compulsions from a critical clinical perspective</li> <li>• Desire, pleasure, and gendered norms</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Diverse relationship structures and styles</li> <li>• Clients who live in resistance to stigma around being: single, asexual, platonic-relationship based, self-married, etc.</li> <li>• STI stigmas and diagnoses impacts</li> <li>• Working relationally with clients with executive functioning considerations (ASD, ADHD, etc.)</li> </ul>

Week 8	<ul style="list-style-type: none"> <li>• Accessible sex, including: fatness, mobility, pain, cancer, aging, menopause, chronic health considerations, mental health considerations</li> <li>• Sex toys, gear, positioning, and supports for all bodies</li> <li>• Lubricants, including for various needs/goals: fertility, various body parts, with aging, etc.</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• Teaching/supporting consent in therapist/client relationships as well client/partner relationships</li> <li>• Teaching/supporting making and receiving boundaries within intimate relationships</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Fetishes and kinks</li> <li>• Working with clients who create and/or are patrons of: sex work, porn, phone and online sex, sugar partners, professional domination, etc.</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• Sex, gender, and religions/spiritualities: more on cultural humility</li> <li>• Interviewing clients for individual, family, and cultural sexual values</li> <li>• Taking a sexual history from clients</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• Finding resources and on-going training</li> <li>• Establishing and upholding boundaries with clients</li> <li>• When and how to refer, and to who</li> <li>• Coordinating/referrals with therapeutic hands-on sexual, intimacy, and dating professionals</li> </ul>

**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 Item	Weight	Notes
Reflection Posts	30%	1 separate discussion board post at the end of each class period
Applying Stuff posts	30%	1 separate discussion board post at the end of each class period
Final Project	40%	Due to the dropbox on Courselink within 1 week after the last scheduled class
<b>Total</b>	<b>100%</b>	

### Assignments

Grading of assignments happens throughout the semester. As long as you submit things on time, you will have ample scores available to you prior to the 40th day of classes.

You will have

- 2 small discussion board assignments due after each class
- 1 larger final project at the end of the semester
- Plus all in-class work/participation. This is not graded yet still expected. Basically, I trust you to do this.

## Reflection Posts

Each Reflection Post should take **no more than 20 minutes** to write and should not be stressful. I know that everyone will produce a different amount in 20 minutes, and so grading is based on quality of what is there much more so than the amount. Casual writing is great. You can also choose to do this as a video or other format.

- 1-2 pages: paragraphs or bullet points ok
- Post to that week's content on Discussion Board
- 11 out of 12 of these posts are required to complete the course - lowest score dropped from grading (yes, that means you can skip a week if you choose)
- Responses to others are not required, but are encouraged
- Due before the next class period, but hopefully is posted right away

### Choose some of these points to explore, or come up with your own:

- What stood out to you or stuck with you from this content?
- What was new, not new, great, terrible?
- What have you learned about yourself and your communities, personally and/or professionally, from this content?
- How do you want this content to impact the way you work?
- What else do you want to learn about these topics, and how will you pursue that?

## Applying Stuff Posts

Each Applications Project should take **no more than 30 minutes per project** to create and should be a moderate amount of effort. Use APA references as needed and format things nicely. Content **MUST** be original to you. You can also choose to do this as a video or other format. Again, I know that everyone produces a different amount in 30 minutes, and I trust that the amount you submit is what you were able to do well in that time.

- Create something useful to use with your clients and/or communities, based on (or expanding on) the class content
- Ideas could include questions list, worksheet, info sheet, informative tiktok, public art, mini zine, guided meditation, etc.
- These are class-community resources. Include your name as you'd like it to look for those who may utilize your creations.
- Feeling overwhelmed by these options, or don't like such unstructured assignments? You can create a list of about 6-12 questions or conversation starters inspired by this week's content each time, if you prefer.

### Additional Details:

- 1 project per class, lowest week is dropped (yes, that means you can skip one, if you choose)
- Must be original work - cannot plagiarize existing content
- Submit by discussion boards for that week by next class
  - Responses to others are not required, but are encouraged

## Final Project: Specialized Clinical Applications for Diverse Populations

### This final assignment has three parts:

- 1) Write your own 200–350-word hypothetical example based in your own work and relevant to class topics.
- 2) Create a 1 page mindmap (or similar) of your **intersectionally aware, anti-oppressive, trauma informed, and decolonized** response to your hypothetical:
  - captures your range of considerations, questions, guesses, ideas, wonderings

- potential directions for identifying oppressions systemically
- potential directions for identifying strengths systemically

3) Write 300-600 words summarizing:

- what/how class content and discussions influenced and impacted your work on this assignment
- the ways in which intersectional and anti-oppressive thinking influenced and impacted your work on this assignment
- **IMPORTANT:** I welcome additional writing on how these things impacted you as a person and professional, but if you choose to include that it won't be a graded element. You must still include the above two points for 300-600 words or so.

**More details on the Final Project assignment:**

- Upload to **Dropbox on courselink** due no more than 1 week after the last scheduled class.
- Use APA as necessary. All content must be original.
- Not into mindmaps? You can do the same thing with a table, flow chart, tiered bullet points, etc.
- You may create your mindmap digitally or draw it by hand and include a clear digital picture of your work. I will not be able to give points for unclear images.
- Take a look at the Discussion Board for Week 12. I will post sample Final Projects during the semester, to help illustrate options and expectations.

**Optional CFT Community Consultation Circles**

Twice during the semester there will be scheduled online community consultation circles. These are clinical consultation sessions that take place in the evening, are optional but really great opportunities to learn, contribute knowledge, and form professional connections. All students are encouraged to attend, and the instructor has invited CFT graduates, sessional instructors, etc., to join. Students who are not current CFT students may not be able to join, depending on what is permissible and ethical regarding client confidentiality, etc..

**Evaluation**

Students will be evaluated based on graded materials, in addition to class participation and effort. Students will also be asked to evaluate themselves qualitatively, and also to evaluate the instructor. It is always the instructor's job to not be fragile around this and critical feedback is welcome. However, please also include positive feedback so that I know what is going well, and what should be kept and because it is disheartening and demotivating if folks only give feedback when they are distressed and never when they are pleased.

You have the right to determine the grade you want to try to earn in this course, and I will do my best to give you the information you need to try to do that. In other words, it is not expected that everyone aim for 100% in this course. Please review this table to help you determine if you want to prioritize all assignments, or some over others. Any assignment that receives below a 90% will include feedback with an opportunity to raise your score as high as a 95, if you would like to. You may choose whether or not to resubmit these assignments. All assignments and resubmissions must be submitted within 1 week after the last class meeting, at which point it is too late receive feedback for resubmission. If you want to submit or resubmit an assignment in time for resubmission feedback it must be received by the second to last class meeting.

## **9. COURSE STATEMENTS**

### **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:**

Please strive to submit your assignments by the deadlines given. This helps you to keep up with the class material and engaged with the course each week. It also shows respect for my boundaries around how my professional time is scheduled; late assignments require unplanned and unscheduled work time on my side. My late policy is based on mutual trust, and I can only maintain this policy so long as each cohort continues to submit their work by the deadlines most of the time.

There are no late penalties for this course; it is the philosophy of the instructor that late penalties serve to punish people for having real lives, families, needs, and bodies. If you submit an assignment after the deadline, it is not necessary to advise me in advance or obtain my permission from you to submit an assignment late. I don't need to know why it is late, unless you (or the University) think that I should know. I trust that you were doing the best you can and that if this is the result of poor scheduling on your part, you will actively take steps to quickly improve this skill/ability without me punishing you. Life happens. I get it.

In order for final grades to be completed and submitted within my allotted time (aka: before I get in trouble at work or have to do extra paperwork for lateness), all assignments are to be submitted by the deadline for the Final Project. If you choose to submit multiple assignments at the end of the semester because you fell behind then you must understand that it will negatively impact my ability to give feedback, allow you to resubmit, and engage fully with your work. It also impacts me negatively as a human and a professional, by exceeding the time I have allowed to do my own work for this class. All of that said, I will gladly do these things to help support you if your semester is such that this is truly unavoidable. I am glad you are here, and I will respect that you are doing your best however that turns out around deadlines.

### **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.

Additional: If I give you less than full credit for either weekly discussion board post that you have submitted on time, then I will reach out to you to offer guidance and the opportunity to re-submit for more credit if you want. This is totally up to you and must be completed by the due date of the Final Project.

### **Turnitin Software:**

The below is the University's recommended language for this part of the course outline. However, I do not use this 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 an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

### **Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

### **Copies of out-of-class assignments:**

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

### **Accessibility:**

[from instructor: I strive for universal accessibility including recording classes for later viewing, not punishing late assignments with lower scores, and posting class media and readings ahead of time online for each week. If you realize that I could potentially increase the universal accessibility of this class, please let me know and I will work on that if possible!]

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](http://www.uoguelph.ca/sas)

### **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 a faculty member or faculty advisor.

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

### **Recording of materials:**

[note from instructor: I am recording all classes and sharing links to them within 48 hours and usually less. Links are on Courselink for you. Please do not share these recordings with anyone other than people who are aiding you in your learning.]

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 Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

**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).

**COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.