



"We are a community that commits itself to
diversity and sustainability as dimensions of a just
society" --*Lewis and Clark Mission Statement*

MCFT 569 Sex Therapy (2 units)

SPRING 2020

Instructor: **Joslyn Armstrong, Ph.D.**

Time & Day: Section 1-Thursdays 9:30am-12:30pm
Section 2- Thursdays 2:00 pm-5:00pm

Location: York Graduate Center, room 115

Office Hours: Wednesdays 10 am – 12pm, or by appointment via email.

Office Location: Rogers Hall room 325

CATALOG DESCRIPTION

Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, critique of the social construction of sex, systemic bio-psycho-social spiritual assessment of sexual well-being, and systemic treatment of specific sexual problems.

COURSE DESCRIPTION

In this course, we will explore sexual development, the social construction of sex, gender, and sexuality continuums, feminist critiques of dominant sexual discourses, major sexual dysfunctions and their treatments, a bio-psycho-social spiritual approach to understanding and treating sexual problems, and other important topics.

A note about the nature of this course: Given the sensitive and challenging nature of the material discussed in class, it is important that we develop an atmosphere of trust and openness in the classroom. The instructor will seek to foster an environment in which each class member is able to hear and respect each other, drawing on the guidelines for a relational approach to social justice. It is critical that each class member show respect for all worldviews expressed in class; however, experiencing discomfort is also part of the process of consciousness-raising. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let the instructor know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

Trigger warning: if you are not comfortable with sexual language, both technical and common usage, and the depiction of genitalia and sexual acts as a part of learning therapy techniques for

sexual issues, or with discussing your own attitudes regarding human sexuality, then this may not be the time for you to take this class.

Prerequisites: None

Credits: 2 semester units (30 hours contact)

MCFT STUDENT LEARNING OUTCOMES

SLO 1.1 Students recognize the impact of power on individuals, families, and communities

SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience

SLO 1.3 Students apply systems/relational theories to case conceptualization.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

SLO 3.2 Students draw on the research literature relevant to family therapy in case planning

SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas.

COURSE OBJECTIVES

As a result of this course students will:

1. Understand the social construction of sexuality and sexual functioning relative to social, historical, and cultural contexts, including how these contexts serve to privilege some expressions of sexuality while oppressing others.
2. Understand a variety of human sexuality issues (e.g., gender, sexual functioning, and sexual orientation), human development and sexuality, and the impact of sexuality/sexual issues on family and couple functioning.
3. Develop fluency and comfort talking about sex and sexual functioning with individuals and couples.
4. Learn to assess sexual issues from a bio-psycho-social spiritual perspective that includes an analysis of power imbalances relative to sex.
5. Learn primary treatment approaches and techniques for resolving sexual problems and consider their use within specific cultural and social contexts.
6. Consider treatment issues specific to sex therapy within an inclusive framework that reflects the fluidity and complexity of sexual experience.
7. Explore own biases relative to sexual orientation and sexual practices that are likely to influence work with clients.

REQUIRED TEXTS:

Weeks, G. R., Gambescia, N., & Hertlein, K. M. (2016). *A Clinician's Guide to Systemic Sex Therapy* (2nd Ed). Routledge Publishers. ISBN: 978-0415738392

Buehler, S. (2017). *What every Mental Health Professional needs to know about sex* (2nd Ed). Springer Publishing. ISBN: 978-0826171214

RECOMMENDED TEXTS:

American Psychological Association (2019). *Publication manual of the American Psychological Association*. (7th Ed.). Washington, DC: American Psychological Association.

Brotto, L. A. (2018). *Better sex through mindfulness: How women can cultivate desire*. Canada: Greystone books.

Donaghue, C. (2015). *Sex outside the lines*. Dallas, TX: BenBella Books Inc.

Easton, D., & Hardy, J. W. (2011). *The New Bottoming Book*. (2nd Ed). Gardena, CA: Greenery Press.

Haines, S. (2008). *Healing Sex: A Mind-Body Approach to Healing Sexual Trauma*. Cleis Press; (2nd Ed).

Hardy, J. W., & Easton, D. (2011) *The Ethical Slut*. (3rd Ed). Ten Speed Press.

Hertlein, K. M., Gambescia, N., & Weeks, G. R. (2020). *Systemic Sex Therapy* (3rd Ed.). Routledge publishing.

Joannides, P. (2015). *Guide to Getting It On*. Goofy Foot Press.

Kaufman, M., Silverberg, C., & Odette, F. (2007). *The Ultimate Guide to Sex and Disability*. (2nd Ed). Cleis Press

Kleinplatz P. J. (2012). *New Directions in Sex Therapy: Innovations and Alternatives*. Philadelphia: Brunner- Routledge.

Taormino, T. (2008). *Opening Up: A Guide to Creating and Sustaining Open Relationships*. Cleis Press

Makai, M. (2013). *Domination & Submission: The BDSM Relationship Handbook*. CreateSpace Independent Publishing Platform

Perel, E. (2006). *Mating in Captivity*. New York: Harper Collins

Communication: If you would like to schedule a face-to-face meeting, then please feel free to email me for an appointment or attend my weekly scheduled office hours. If you send an email to me, you can expect an answer in about 24 hours during the week. Generally, if you email me during the weekend, it is best to assume that I will not respond until Monday morning.

OVERVIEW AND EXPECTATIONS

My Commitment to You:

I am committed to assisting you by creating a safe, respectful and professional learning environment to be able to learn critical course material over the semester. I encourage you to discuss the course content with me any time during the semester. I also encourage you to offer your feedback throughout the course. I highly value your input.

Responsibilities of the Student:

This course will require due diligence on the student's behalf. Student must read assigned chapters and review all supplemental material provided on Moodle, or via email. You will be held responsible for knowing any changes made to the class schedule, weekly reading materials, or class assignments that will be in the announcements on Moodle or via email. In order to earn a satisfactory score in this course, the student must complete all assignments and readings, and remain engaged in the in-class format. Remember you are the sole owner of your academic experience; you must take responsibility for everything you do or not do in this course.

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Understand the social construction of sexuality and sexual functioning relative to social, historical, and cultural contexts, including how these contexts serve to privilege some expressions of sexuality while oppressing others.	SLO 1.3 SLO 3.1 SLO 3.2	CC 1.2.1 CC 1.04 CC 2.06 CC 6.4.1	Snapchat Assignment Theory-of-Sexuality paper
2. Understand a variety of human sexuality issues (e.g., gender, sexual functioning, and sexual orientation), human development and sexuality, and the impact of sexuality/sexual issues on family and couple functioning.	SLO 1.3 SLO 3.1 SLO 3.2	CC 2.1.1 CC 3.1.1	Theory-of-Sexuality paper Snapchat Assignment Sexual History Assessment Reflection
3. Develop fluency and comfort talking about sex and sexual functioning with individuals and couples.	SLO 2.2 SLO 4.1	CC 4.3.2 CC 5.4.2	Visit a Sex Store Reflection Sexual History Assessment Reflection

			Snapchat Assignment
4. Learn to assess sexual issues from a bio-psycho-social spiritual perspective that includes an analysis of power imbalances relative to sex.	SLO 1.1 SLO 1.2 SLO 3.1	CC 2.3.7 CC	Snapchat Assignment Sexual History Assessment Reflection
5. Learn primary treatment approaches and techniques for resolving sexual problems and consider their use within specific cultural and social contexts.	SLO 1.3 SLO 3.2 SLO 4.1	CC 2.1.2 CC 2.1.4 CC 2.2.5 CC 3.1.1	Sexual History Assessment Reflection
6. Consider treatment issues specific to sex therapy within an inclusive framework that reflects the fluidity and complexity of sexual experience.	SLO 2.2 SLO 3.1	CC 1.2.1 CC 4.5.3	Theory-of-Sexuality paper Sexual History Assessment Reflection
7. Explore own biases relative to sexual orientation and sexual practices that are likely to influence work with clients.	SLO 1.1 SLO 3.2 SLO 4.1	CC 4.3.2 CC 5.1.4 CC 5.2.1 CC 5.2.2 CC 5.4.2	Theory-of-Sexuality paper Sexual History Assessment Reflection Visit a Sex Store Reflection

COURSE ASSIGNMENTS AND EVALUATION

This class will emphasize learning by doing. Students will actively engage in reading family therapy-related research, reflect on sexuality topics and the context, and consider implications for clinical practice. Your course grade will be based the following assessments.

CLASS ATTENDANCE

Because class participation and discussion are essential for your learning, regular attendance is expected for this course. Students are expected to attend class regularly and be on time. Participation is counted as involvement in class and in class assignments. Therefore, it is imperative that you attend class unless otherwise informed by Dr. Armstrong. In the event you are absent, it is your responsibility to bring in documented information that is considered University worthy. Only the days indicated on the excuse will be accepted as verification of an excused absence. There will be no makeup assignments given for missed class sessions. Skype or zoom call-ins as makeup attendance will not be allowed for any reason. Distracting behavior in class is unacceptable and will not be tolerated. Other unacceptable behaviors include arriving late or leaving early, except in cases when there is a valid reason for doing so. Being unable to find parking is NOT a valid excuse for being late, so please plan accordingly.

1. CLASS PARTICIPATION (15 points)

All assigned readings must be completed in advance of the class in which they are to be discussed. Every student is responsible for coming to class prepared to participate in a meaningful discussion. Classroom group discussions are opportunities to bring up questions about the assigned readings, further your understanding of the concepts in lectures, integrate course material into your understanding of sexuality, and integrate material into your clinical practice. Thus, students are expected to read all required readings and supplemental readings and actively participate in class discussions and small group activities.

2. SNAPCHAT ASSIGNMENT (15 points)

Students will create a ghost Snapchat account to participate in three assignments over the course of the semester. The purpose of the Snapchat assignment is for students to continue to concretely interact with course material outside of the class and assess how sexuality is deeply integrated in broader society. Students will submit their individual snaps to the course private group page three times throughout the semester as well as discuss their peer's snaps in the class group message. Student's snaps must be submitted by 6pm on each due date. Students who do not have phone capabilities for the application, will receive a supplemental assignment. If no snaps are submitted by the due date, there will be zero points given for that snap assignment.

3. VISIT A SEX STORE REFLECTION PAPER (10 points)

Students will visit a local sex store in the Portland area and discuss their experiences in a reflection paper. Students will report their initial thoughts, their comfortability in visiting and browsing the store, their feelings being in the store, and the comfortability in referring clients to a sex store. The purpose of the reflection paper is to assess student's comfort level with sexuality topics and their fluency in discussing sexuality topics. The reflection paper must be 2 pages double spaced, Times New Roman font, and 12-point font. Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below). Late papers will receive a zero grade.

4. SEXUAL HISTORY ASSESSMENT REFLECTION PAPER (10 points)

Students will conduct a sexual history assessment with the person of their choice using the assessment provided on Moodle. Students will interview their person of choice, transcribe the interviewee's answers to the assessment questions, and write a 2-page reflection paper on their experience in completing the assessment and their level of comfortability in completing the assessment. They must include the transcribed interview as an attachment to their reflection paper. The person of choice can be either a friend, close friend of the family, a family member, or an esteemed professional in the field. Students are **not** allowed to interview one another or their peers in the MCFT program at LC. The purpose of the reflection paper is to assess student's comfort level with sexuality topics and their fluency in discussing sexuality topics and conducting an assessment. The reflection paper must be 2 pages double spaced, Times New Roman font, and 12-point font. Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below). Late papers will receive a zero grade.

5. THEORY-OF-SEXUALITY PAPER (30 points)

Students will complete a paper to clarify their beliefs about sexual behaviors and the role of sexuality in intimate relationships, thus creating a theory of sexuality and the place of sex in relationships. The paper will discuss the student’s individual beliefs/attitudes about sexuality, FOO and broader systemic influences, and implications on their clinical practice. The paper will be 10 pages maximum, double-spaced, 12-point font, Times New Roman, and APA 7th edition references and citations (you are not required to have references for this assignment). Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below). Grading rubric for the assignment is detailed below. There is a 10% deduction of points for every day late for late assignments.

- 6. SEXUAL DYSFUNCTION DISORDERS PRESENTATION (20 points)** Students will work in groups of 3 to present to the class on their chosen sexual dysfunction disorder. Students will prepare a 20-minute presentation detailing the symptoms of the disorder, the recommended treatment for the disorder, relevant gender dynamics with the disorder, and a fictional clinical case that illustrates the dynamics of the disorder where the class can discuss how to work clinically with the case. Student groups will prepare a 2-page handout for classmates on their day of presentation. A rubric for the assignment is attached below.

EVALUATION AND GRADING

Class Participation	15
Snapchat Assignment	15
Visit Sex Store Reflection	10
Sexual History Assessment Assignment	10
Theory-of-Sexuality Paper	30
Sexual Dysfunction Presentations	20
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Total	100

Final Grading

A = 93-100%	A- = 90-92%
B + = 88-89%	B = 83-87%
B- = 80-82%	C+ = 78-79%
C = 73-77%	C- = 70-72%

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may

be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

ACADEMIC INTEGRITY POLICY

Each member of the Lewis & Clark community is responsible for the integrity of their individual academic performance. As each act of dishonesty harms the entire community, each student, faculty, or staff member is expected to encourage academic integrity by reporting potential violations of this policy to the Office of the Dean of the College. Through these actions, we are committed to maintain standards of academic integrity.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced/remain off, and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please exit the class to use your cell.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading), this syllabus is a guide for the course and is subject to change with advance notice throughout the semester.

COURSE STRUCTURE AND SCHEDULE

Any changes to the reading schedule will be announced at least 24 hours prior

Reading Abbreviations: **W** – Weeks et al., 2016; **B** – Buehler et al., 2017; **A**: Online Article

Session	Day	Date	Lecture Review	Readings
1	T	Jan. 9th	Introductions & Syllabus Review Lecture: Evolution of Sex therapy field	B: Ch. 4, 21

2	T	Jan. 16th	Lecture: Bio-psycho-social spiritual perspective, religion & sex	
3	T	Jan. 23rd	Lecture: Anatomy & Physiology Assignment: Snapchat assignment due at 6pm	B: Ch. 3, 16
4	T	Jan. 30th	Lecture: Sexual History & Sexuality Assessment	W: Ch. 1, 3-4 B: Ch. 2, 5, 8 A
5	T	Feb. 6th	Lecture: Infidelity & Infertility	B: Ch. 14 A
6	T	Feb. 13th	Lecture: Addiction- love, sex, porn Assignment: Snapchat assignment due at 6pm	B: Ch. 19 A
7	T	Feb. 20th	Lecture: Intersectionality & sex- LGBTQ+ Assignment: Sexual history assessment reflection due at 11:30pm	W: Ch. 15 B: Ch. 10
8	T	Feb. 27th	Lecture: Intersectionality & sex- age, body image, ability	B: Ch. 11, 15, 17 W: Ch. 14 A
9	T	March 5th	Lecture: Ethics Assignment: Snapchat assignment due at 6pm	B: Ch. 20 W: Ch. 16
10	T	March 12th	Sexual Dysfunction Presentations Assignment: Visit a sex store reflection due at 11:30pm	
11	T	March 19th	Assignment: Theory-of-Sexuality paper due by 11:30pm on Moodle	

Sexual Dysfunction Presentations Grading Rubric (20 points total)

The final class session will be dedicated to student group presentations of sexual dysfunction disorders. You should prepare a presentation that presents the highlights of your assigned sexual dysfunction disorder and provide a handout to the class. You will give your presentation in front of the class using PowerPoint presentation. Your presentation should be 20 minutes long, including time for questions and discussion of a sample clinical case for each disorder. You are welcome to use notes, however, please do not simply read from your notes and/or slides.

Assessment Area	Points
Coherent summary of disorder that discusses: <ul style="list-style-type: none">• Symptoms of the disorder• Recommended treatment of disorder• Example relational clinical case of disorder	10
Power point gives adequate information <ul style="list-style-type: none">• Uncluttered• Organized and no confusion following along• No grammatical, spelling, or punctuation.	3
Articulation/Presentation style <ul style="list-style-type: none">• Easy to understand• Professional language• Does not read slides/notes/etc.	2
Handout <ul style="list-style-type: none">• Includes relevant points about disorder and symptomology• Concise and clear• Submitted on time	5

Theory-of-Sexuality Paper Guidelines

Part I: Defining sexuality: How do you define sexuality, sexual identity, and intimacy? How are these concepts similar or different to each other? From your perspective, how important is sexuality and sexual expression in relationships? What is “healthy” sexual expression? What are your attitudes about monogamy vs. casual relationships; including the role of sex in those relationships? What are your thoughts on the bio-psycho-social spiritual model to sexuality?

Part II: Family of Origin Influences: Describe how you learned about “sex” or sexual expression and the role of affection in your family. Identify when you discovered your own sexual identity, being attracted to another person, and choosing to express yourself sexually. How do those early experiences influence how you view ‘sex’ and sexual expression currently? Consider what was modeled by your parents or close relatives, and how you express your own sexuality similarly or differently from them. What do you wish they had done differently, or appreciate, about how you were guided in becoming a sexual being?

If you have not engaged in any sexual interaction (digit, oral, vaginal, anal sex) before this class, what either FOO or systemic influences facilitated in shaping your sexual decision-making?

Systemic Influences: Describe what you learned about sex from either peers, school, social media, religion, and/or other institutions. How do your social location identities impact your view of sexuality or your experiences of sexuality such as race, gender, sexual orientation, religion, ability, etc.? How do those experiences shape how you view ‘sex’ and sexual expression currently? What do you wish you would have learned or been exposed to differently, or appreciate, that would have shaped or guided you becoming a sexual being?

Part III: Working with Clients: How do you think about sexuality with your clients in relation to addressing problems they bring to therapy? How are cultural and religious factors, gender, race, sexual orientation, and the role of power (in relation to sexuality and sexual expression) important when working with clients? What topic or sexual problem will be most difficult for you when working with clients and why? How would you handle a client who does not fit within your idea of sexually “typical”? How do you, as a therapist, include a client’s sexuality in treatment? Is it necessary to complete a sexual relationship assessment with every client you treat (why/why not)? Does sexual intimacy really matter if a relational client reports high degrees of satisfaction and intimacy? How does assessing for sexual performance and dysfunction fit with your theory of therapy, and/or how you view human beings and their capacity for change?

Conclusion: Reflect upon any ‘take away’ insights/information from being in this class. This section can be a brief paragraph.

References: If you do cite any research or literature, please cite in the essay and provide a reference list page at the end. You are not required to have references for this assignment.

Theory-of-Sexuality Paper Rubric

	Possible points	Points demonstrated
<u>Theory-of-Sexuality Paper Evaluation Criteria:</u>		
Defining Sexuality section	6	
FOO influences section	6	
Systemic influence section	6	
Working with clients section	6	
Writing style is clear and concise. No grammar or APA citation errors. No formatting errors. Assignment meets 10 maximum page length requirements.	6	
TOTAL	30	

List of Sexual Dysfunction Disorders

Male:

Erectile Dysfunction disorder
Hypoactive sexual desire disorder
Premature ejaculation
Delayed ejaculation

Female:

Sexual interest/arousal disorder
Orgasmic disorder
Genito-pelvic pain penetration disorder/Vaginismus disorder

Snapchat Guidelines

You will be sending three snaps of pictures or videos to the courses Snapchat account, depicting your encounters with sexuality outside of the class. This could be a piece of graffiti you seen downtown that has a message of sexuality, a clip of the news that depicts a sexuality topic or population, or even a commercial or movie that utilizes negativity to depict sexual dysfunction. The purpose of these assignments is to have you engage in sexuality topics outside of the classroom. This can be turned in any time on Thursday before 6pm on the due date and each snapchat assignment is worth 5 points. You can submit more than one snap per prompt, but I will only be grading 1 snap per prompt.

The prompts are attached below: 1) the construction of sexuality in society; 2) sexuality and special populations/issues; and 3) sexuality and intersectionality. The prompts have a list of questions to inform you on the direction and purpose of each prompt. You are not responsible for answering all the questions in the snap, but if you were to answer one with the snap or submit a snap that aligns with the prompt theme, then you will submit a correct snap. These snapchats are due Thursday to the courses snapchat account MCFT569. If you do not feel comfortable using your own person account please create one strictly for this course, which I suggest you use your First initial and then your last name followed by MCFT569. For example, JarmstrongMCFT569 would be my alternative snapchat account.

I also will be snapping back on the account various things that I find in my exploration of PDX. I will be posting them on my course storyboard. If you do not have a phone capable of running snapchat speak to me and we can develop alternative method of you engaging the themes covered in our class.

Guidelines:

- You do not have to use your personal account if you do not feel comfortable nor do you have to share your snapchat info with anyone in the class.
- Please do not send anything unrelated to the course assignment to the course snapchat.
- Do not seek snaps that anyway can put you in harm's way, so play it safe and engage sexuality and sex in your community on your terms.
- Do not use internet searches and or google images. Do not use actual people in your snaps if possible. You must capture images and videos in your community!

Snapchat Assignment Prompts

Snapchat 1 (1/23): The construction of sexuality in society. Our views of sexuality and sex are shaped by what we consume in mass media, technology, and societal discourse. For this first snapchat assignment, capture an image or video that represents how society or societal institutions define sexuality or sex for us. What/Whom has defined or shaped what is “healthy, right, accepted or bad, dirty” sex and sexuality. What are some messages that are commonly conveyed about sexuality? Ex: the picture of the Bible to represent how religion is an institution that forms a definition of sex. Remember to follow the guidelines in the rubric.

Snapchat 2 (2/13): Sexuality and special populations/issues. Oftentimes specific experiences can change or influence the way we conceptualize sex and sexuality such as porn, infidelity, infertility, substance use, and entertainment. For the second snapchat assignment, capture an image or video that represents the experiences of sexuality for either special populations or special issues such as addiction, infidelity, substance use, and infertility. What does sexuality look like for these special populations or issues? Ex: commercial about using Viagra medication for sex. Remember to follow the guidelines in the rubric.

Snapchat 3 (3/5): Intersectionality and sexuality. Different groups can experience sexuality differently than the dominant groups of White heterosexual cisgender upper SES monogamous men. For the third snapchat assignment, capture an image or video that represents the experiences of identities different from the dominant identities. How are the experiences of

groups from other social locations from the one mentioned above different in sexuality and in intimate relationships? What factors impact their sexual expression and sexual wellbeing? How do their intimate relationships and sexuality differ compared to the dominant group(s)? I challenge you to capture experiences of groups with multiple subordinate identities such as Black trans women. Remember to follow the guidelines in the rubric.

Sexual History Assessment Reflection Guidelines

Description: The purpose of this assignment is to practice giving a sexual history and sexuality assessment with someone. In this assignment you will administer the assessment to someone you are familiar with. The person can be either a friend, close friend of the family, a family member, a friend of a friend, or an esteemed professional in the field. You are **not** allowed to interview one another or your peers in the MCFT program at LC. At the end, you will provide the answers to the questions on the assessment and then write a reflection paper on your experience. The paper will be 2 pages double spaced, Times New Roman font, and 12-point font.

Reflection criteria: You may answer these questions in your reflection: Who did you interview and what was their relationship to you? What was your experience in administering the assessment? How did you feel in asking the questions and asking for clarity in answers? What was the biggest challenge for you in conducting the assessment? What was the easiest aspect for you in conducting the assessment? Were there other questions you felt you would have asked that were not included in the assessment? What are your thoughts on if you were to administer this with a client? What would be your comfort level in asking these questions or other questions related to sexuality to your client? If you are uncomfortable in giving an assessment, what would need to happen for you to feel more comfortable in giving an assessment?

Visit a Sex Store Reflection Guidelines

Description: A visit to the sex store can be fun, educational, and even arousing. The purpose of this assignment is to increase comfortability in sexuality topics and their fluency in discussing sexuality topics. You will visit a sex store located in Portland, OR. Your task is to explore the sex store by exploring the lubricants (water, silicone, natural), looking at and asking questions about the vibrators and dildos (for penis, clit, nipple, vagina), exploring the different toys for different types of play (anal beads, nipple clamps, BDSM, foreplay games (dice)), and costumes. Please feel free to ask the associates questions about the various products that you see. You must spend at least 15 minutes in the store. Please be advised that some places do not allow filming or pictures. The reflection paper must be 2 pages double spaced, Times New Roman font, and 12-point font.

Reflection criteria: You may answer these questions in your reflection: What was the name of the sex store that you visited? What was your experience in exploring the sex store? How did you feel completing the various tasks? What was your comfort level in the sex store? Were there products/items/toys that you were unfamiliar with, and what are your thoughts on them? What would be your experience in talking about some of the products/items/toys you saw at the store with a client? Would you recommend this particular store to a client, why or why not?