

Lewis & Clark College
Marriage, Couple & Family Therapy
MCFT 570
Advanced Sex Therapy
Syllabus Cover Sheet

[MCFT Program's Mission and Student Learning Outcomes:](#)

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 and treatment planning.

SLO 2.1 Students self-reflect on the implications of their own and others' social location in clinical practice.

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

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.

SLO 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location in clinical practice.

Methods of Instruction for this Course

Method	Mark All That Apply:
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	
DVD/Video Presentation	x
Supervised Small Group Work	x
Individual/Triadic Supervision	
Group Supervision	
Case Study	x
Debate	
Class Visitor/Guest Lecturer	
Off-Campus/Field Visit	
Other	

MCFT-570-01 Advanced Sex Therapy (Fall 2023)

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Course Information

Dates: Wednesdays (10/4/2023 — 12/13/2023)
Time: 9:00 AM — 12:00 PM
Location: Corbett Annex (Rm 100)
Credits: 2
Credit Hour Breakdown: 30 Contact Hours

Prerequisites for Students:

- **Marriage, Couple, and Family Therapy Program:**
MCFT 504, MCFT 560, MCFT 562, MCFT 526, and MCFT 569

Course Reading (Required):

- **Sex Therapy with Erotically Marginalized Clients: Nine Principles of Clinical Support.**
Constantinides, D., Sennott, S., & Chandler, D. (2019). Routledge. ISBN: 978-1138671812.
- **An Intersectional Approach to Sex Therapy: Centering the Lives of Indigenous, Racialized, & People of Color.**
Malone, R., Stewart, M., Gary-Smith, M., & Wadley, J. (2021). Routledge. ISBN: 978-0367471958.
- **Supplementary Weekly Readings uploaded to Moodle.**

Course Catalog Description

Advanced knowledge and practice of sex therapy from a systemic, relational perspective. The course includes a focus on the professional context and educational requirements for eventual certification as a sex therapist.

Extended Course Description

This course will prepare students to engage in case conceptualization and treatment plan implementation from a critical, liberation-centered lens. Students will learn how to administer comprehensive sexual assessments, screen for potential contraindications, and collaborate with client-systems in their treatment to support client-system autonomy and work toward client-specific objectives and goals. Students will learn about various frameworks, techniques and interventions to implement in specific sex therapy treatment. Students will learn about the process of AASECT sex therapy certification, as well as the different options clinicians have for engaging in sex therapy and sex-positive care without being specifically AASECT-certified.

Course Objectives

1. Practice applying advanced methods of sex-related psychotherapy, including several different models.
2. Learn principles of consultation, collaboration, and referral relative to the practice of sex therapy.
3. Become familiar with techniques for evaluating clinical outcomes in sex therapy.
4. Understand the educational and practice requirements for membership in AASECT.
5. Gain exposure to treatment of clinical sex therapy cases through observation, discussion, demonstration, video clips, role-playing, etc.
6. Explore theory and approach to medical intervention in the evaluation and treatment of psychosexual disorders.

Course Guidelines

Email Policy

I try my best to respond to emails from students within one business day. I encourage you to reach out at any time, and I will respond as my schedule allows.

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.”

Participation: Your attendance and participation are essential for the structure and integrity of this course.

I expect the students joining this course to fully participate throughout our time together. This will not only enrich your learning, but the learning of your classmates as well. Classroom participation helps you to complete your assignments, and demonstrates respect to classmates, the instructor, and classroom guests. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen your understanding of work with group counseling and integrate course material with your own personal and professional experience.

Late Assignment Policy: Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

Classroom and Professional Values

Safety and respect are prioritized in our classroom space. All students will need to work together with me and with one another to uphold the inherent right of each student to feel safe and to be respected. Our interactions will challenge you to practice self-awareness, practice cultural humility, honor the diverse nature of the classroom community, and consider ethical principles. Students will have the opportunity to respectfully and earnestly learn how to recognize, name and begin to challenge systems of power and oppression that replicate themselves in the counseling field, within the therapeutic alliance, and within relationship-systems themselves. Please be aware that your classmates may have marginalized identities, and they are not enrolled in this course to experience further marginalization. If a classmate requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this.

Confidentiality and Ethical Guidelines

“It is expected that students will follow the ethical guidelines as defined by the [American Counselors Associations \(ACA\)](#). Guidelines, parameters, and boundaries are implemented into assignments and class discussions, and it is expected that anything presented by students during class presentations, assignments and discussions will remain confidential. Failure to follow these guidelines may result in failure of the class. Some of our topics may bring up personal opinions on politics, religion, bodies, gender, and more. Your final course grade will also be determined by how you conduct yourself in class, how you engage with others, and how you manage challenges.”

Students with Disabilities Policy

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the **Student Support Services Office**. 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.

Please see the Student Support Services website for more information: lclark.edu/offices/student-accessibility/

Office of Student Accessibility
Albany Quadrangle (Room 206)
615 S Palatine Hill Rd, MSC 112
Portland, OR 97219

Email: access@lclark.edu
Ph: (503) 768-7192 (Voice)
Fax: (503) 768-7197

Lewis & Clark Graduate School Essential Policies

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for Professional Student Conduct and Academic Integrity: go.lclark.edu/gsec-conduct
- Sexual Misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor (myself) for clarification.

Lewis & Clark COVID-19 Response

“Lewis & Clark is committed to providing in-person education and support to students in a close-knit campus community. We are also committed to the health of our community, and will take necessary steps to promote public health and protect members of our community whenever possible. Although no college campus can guarantee a COVID-free environment, we can greatly minimize the risks of COVID with appropriate mitigation measures, such as widespread vaccination. Our approach to COVID is based on [Centers for Disease Control \(CDC\)](http://Centers for Disease Control (CDC)) guidance to colleges and universities, as well as guidance from the Oregon Health Authority and county public health officials. As the pandemic continues to evolve, and relevant guidance changes, we will update these policies and provide necessary information to the campus community.”

Lewis & Clark guidelines up-to-date details about our COVID-19 response: lclark.edu/news/covid-19-response

Course COVID-19 Policy: To better protect both the instructor (myself) and the students in the classroom during class time, the students, instructors and guests present in the classroom will be required to wear masks. Due to this protective guideline, students are free to take a brief break from the room if they wish to remove their mask temporarily. The instructor (myself) will always have a supply of KN95 masks available. If you are exempt from wearing a mask, please discuss this with the instructor (myself) further before the course begins.

Course Assignments (500 Points)

Point Breakdown

Class Attendance & Participation	250
Group Case Presentation Assignment	50
AASECT Preparation Assignment	100
Specialization Research Assignment	100
Total	500

Grade Distribution

465 — 500	A
451 — 464	A-
437 — 450	B+
418 — 436	B
404 — 417	B-
385 — 403	C+
< 385	C

Assignment Format: All written assignments must be: **Double-Spaced** and in **Size 12 Times New Roman** font. Assignments including citations should be formatted to **APA Standards**.

Assignment Submission: All presentations and written assignments must be submitted through **Moodle**.

Late Assignment Policy: Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

Course Assignment Descriptions

Attendance & Participation (250 Points)

Your attendance and participation is essential for the structure and integrity of this course. This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in technique practice and exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting.

Group Case Consultation (100 Points): You will be assigned to a group to practice case consultation, in which you will participate as a facilitating clinician and a peer colleague. You will engage in case consultation sessions during the last hour of each class, alternating which students are acting as the facilitating clinician. Your assigned group will determine the facilitation schedule at the end of the first lecture. Your attendance and participation grade includes your active, earnest and professional participation as both facilitating clinician and peer colleague, as well as your continued effort to (i) further understand sex therapy dynamics, theory, and interventions; and (ii) to practice foundational counseling and consultation skills within a sex therapy context. During the last week of this course, your group will participate in a discussion with the instructor to reflect on your experience participating in the case consultation sessions with your group.

Make-Up Paper (Optional): If circumstances arise that stop you from attending more than 3 hours of class, please let me know by email as soon as possible. In order to make up any missed class time past the permitted 3 hours, you will be asked to interview two classmates on what happened during class and write a 1-page reflection paper.

Due Date: To Be Determined with Instructor.

Group Case Presentation Assignment (50 Points)

Your practice case consultation group will choose a case example from one of the approved case study articles.

Your group then will work together to create an extended case conceptualization presentation (**60 — 75 minutes**) on your chosen case example to your classmates—with the last **10 minutes** of your presentation being dedicated to a question and reflection portion with your classmates.

Your presentation should follow the outline of the extended case conceptualization template **uploaded to Moodle**.

The goal of this presentation is for your practice case consultation group to engage in the following actions:

- A. Demonstrate your collective ability to assess a sex therapy case.
- B. Demonstrate respectfully and professionally holding different ideas, feelings, concepts and directions each group member had (earnestly reflecting an actual consultation and/or supervision group).
- C. Engage in case conceptualization and treatment planning.
- D. Describe the use of sex therapy interventions with your chosen case example.

Your presentation should include reputable sources (books, peer-reviewed articles, interviews, podcast episodes, videos, etc.) supporting approaching care with your chosen case example based on client identifying data, any diagnostic and prognostic impressions, and treatment recommendations. Your case conceptualization presentation can be done via PowerPoint, roundtable discussion, or another creative format. You are still expected to engage and participate sincerely in other case conceptualization presentations through reading and discussion.

Due Date: To Be Determined with Instructor.

AASECT Preparation Assignment (100 Points)

To further prepare students to potentially begin the AASECT Sex Therapist certification process after graduating, students will thoroughly review the AASECT Sex Therapy certification requirements and construct a potential pathway to certification. The pathway should be individualized to the student's needs, interests, and available resources.

Students will be evaluated based on the following:

1. **Demonstrated Understanding:** The student has included considerations for **each section** of the certification requirements in their pathway, demonstrating how the student could fulfill the requirements. Note: As a reminder, there are **11 sections** to consider for the AASECT Sex Therapist certification requirement.
2. **Strengths and Limitations:** What was the student observed to be potential strengths and limitations of pursuing AASECT Sex Therapy certification after completing this assignment?
3. **Reflection:** What was this assignment like to participate in? Does the student have a sense of whether they'd like to pursue AASECT Sex Therapy certification?

Length of Paper: 8—15 pages

Due Date: Wednesday, November 15th, 2023 at 11:59PM

Specialization Research Assignment (100 Points)

This combination research-personal assignment will provide you with an opportunity to choose and further explore a desired specialization in sex therapy. This specialization can be: (i) with a specific approach, (ii) with a specific protocol or specialized intervention, (iii) with a specific presenting concern, (iv) with a specific community/demographic/population focus, or (v) with a specific ethical consideration or dilemma. Regardless of the chosen specialization, all assignment topics are required to include a focus on a sexually-marginalized community.

Your assignment should include an **eight-page minimum** research section on your chosen specialization.

To help structure the research section of your assignment, you may respond to the following questions:

- What specific roles do sex therapists serve in your chosen specialization?
- What does therapeutic support currently look like for your chosen specialization?
- What are some ways in which our field is needing to improve on approaching and supporting your chosen specialization?
- What trainings, continuing education, consultation and/or supervision would a sex therapist need in providing your chosen specialization?
- What clinical and practical issues may arise when working with your chosen specialization?
- How may a sex therapist’s lived experience impact their practice of your chosen specialization?

Your assignment should include **at least seven** reputable sources (peer reviewed articles, books, interviews, etc.).

Of your courses, **at least two** sources should include the perspective of someone with lived experience within the sexually- marginalized community you have chosen as a focus in your assignment.

Your assignment should include a **two-page minimum** reflection section on the considerations of this specialization on your professional endeavors (do you still want to pursue this specialization after completing this assignment), your self-of-the-therapist development, and your own personal self-care practice.

Length of Paper: 10—15 pages

Due Date: Wednesday, December 6th, 2023 at 11:59PM

Grading Rubric

Attendance & Participation	Possible Points
Demonstrates prompt and dependable presence in the class.	20
Prepares for class through completing assigned readings and reflecting on their application to personal practice.	20
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in clinical practice.	20
Contributes to the development of other class members and the group as a whole.	20
Helps to create an atmosphere of safety and mutual respect among all class members.	20
Total	250
Group Case Presentation Assignment	Possible Points
Collaborates sincerely and equitably with other group members in the creation and completion of the extended case conceptualization presentation.	20
Completes the assignment as outlined in the course assignment section of the syllabus.	20
Engages and participates sincerely in other presentations through reading and discussion.	10
Total	50

AASECT Preparation Assignment		Possible Points
Demonstrated Understanding: The student has included considerations for each section of the certification requirements in their pathway, demonstrating how the student could fulfill the requirements.		30
Strengths and Limitations: The student has demonstrated their knowledge of the potential strengths and limitations of pursuing AASECT Sex Therapy certification.		30
Reflection: The student has demonstrated earnest reflection of their experience learning about the AASECT Sex Therapy certification process in a personal and professional capacity.		30
The student has structured the assignment as outlined in the course assignment section of the syllabus (i.e., APA-formatting, assignment length, citations, focus, etc.).		10
	Total	100
Specialization Research Assignment		Possible Points
The student has demonstrated comprehensive understanding of their chosen specialization through a diverse collection of considerations.		40
The student has demonstrated earnest reflection of their experience learning about their chosen specialization in a personal and professional capacity.		40
The student has structured the assignment as outlined in the course assignment section of the syllabus (i.e., APA-formatting, assignment length, citations, focus, etc.).		20
	Total	100

Note: Course Schedule on next page.

Course Schedule

Week	Topic	Readings Due	Assignments Due
Oct. 4th	Introductions Course & Syllabus Review Working with Sexually-Marginalized Clients Practice Case Consultation Group Assignments	Intersectional Approach: Chapters 1 & 2 Moodle Readings	
Oct. 11th	AASECT Certification SARs: Education & Rationale Practice Case Consultation	Intersectional Approach: Chapters 3 & 4 Erotically Marginalized: Part I (Chapters 1, 2 & 3) Moodle Readings	
Oct. 18th	Sex, Disability & Neurodiversity Practice Case Consultation	Intersectional Approach: Chapters 5 & 6 Moodle Readings	
Oct. 25th	Sex, Disability & Neurodiversity Practice Case Consultation	Intersectional Approach: Chapters 7 & 8 Moodle Readings	
Nov. 1st	Sexuality Across the Lifespan Practice Case Consultation	Intersectional Approach: Chapters 9 & 10 Erotically Marginalized: Part II (Chapters 4, 5 & 6) Moodle Readings	
Nov. 8th	Sexuality Across the Lifespan Practice Case Consultation	Intersectional Approach: Chapters 11 & 12 Moodle Readings	
Nov. 15th	Sexual Diversity and Expression Case Conceptualization Presentation Practice Case Consultation	Intersectional Approach: Chapters 13 & 14 Moodle Readings	AASECT Assignment
BREAK (NO CLASS ON NOVEMBER 22)			
Nov. 29th	Sexual Diversity and Expression Case Conceptualization Presentation Practice Case Consultation	Intersectional Approach: Chapters 15 & 16 Moodle Readings	
Dec. 6th	Common Challenges in Sex Therapy Case Conceptualization Presentation Practice Case Consultation	Erotically Marginalized: Part III (Chapters 7, 8, & 9) Moodle Readings	Research Assignment
Dec. 13th	Common Challenges in Sex Therapy Practice Case Consultation Group Discussion	Moodle Readings	

Additional Learning Schedule (Optional)

Week	Topic (Readings Available on Moodle)
Oct. 4th	AFAB Arousal/Interest & Pain Disorders
Oct. 11th	AMAB Arousal/Interest & Pain Disorders
Oct. 18th	Sensate Focus
Oct. 25th	Domestic Violence: Screening, Assessment, Intervention & Referral
Nov. 1st	Sexual Exploitation, Violence & Abuse
Nov. 8th	Post-SSRI Sexual Dysfunction/Disorder (PSSD)
Nov. 15th	Perinatal Sexuality
BREAK (NO CLASS ON NOVEMBER 22)	
Nov. 29th	Significant Others, Friends, Family & Allies of Trans/Nonbinary People (SOFFAs)
Dec. 6th	Common Ethical Considerations & Dilemmas Faced as a Sex Therapist
Dec. 13th	Consulting Circle: Fellow Sexual Health Professionals