



Texas A&M University – Central Texas
MFT 5352
Gender and Sexuality in MFT
Summer 2018
MTWR Warrior Hall 315
11:00am-1:30pm

Instructor: DeAnna Harris-McKoy, Ph.D.
Office: Warrior Hall 318K
Email: d. harris-mckoy@tamu.edu
Office Hours: by appointments.

Method of Instruction and Course Access:

This course meets 57.9% face-to-face and 42.1% online using the TAMUCT Canvas Learning Management System: [<https://tamucte.instructure.com>]

Student-Instructor Interaction:

I will be available to meet to discuss and resolve class-related issues during my office hours. If you cannot come to my office hours, send an email so we can schedule an appointment time. I will also check and reply to emails during all office hours. Remember that there is only 1 of me and many of you, so allow at least 48 hours for a response.

Class Decorum:

It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

1.0 Course Description - This course is divided into three learning modules. The first will focus on special issues to take into account in the practice of sex therapy, including cultural diversity, age, disability and illness, non-normal sexual behavior, sexual abuse,

and rape. The last two modules will cover female and male sexual disorders and their treatment.

2.0 Intended Student Outcomes

Course Learning Outcomes – this course targets three of the MFT program’s **Student Learning Outcomes**:

(SLO-2)- Demonstrate basic and systemic therapeutic techniques

(SLO-3)- Assess how contextual issues affect individual lives and relational dynamics.

(SLO-5)- Assess the influence of their social location and personal experiences on the conceptualization and intervention of cases.

It targets these SLO’s through the following **Course Learning Outcomes**:

2.1 Students will demonstrate competency in sexual therapy/counseling methods (SLO-2)

2.2 Students will monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct (SLO-5)

2.3 Students will critically evaluate self-help approaches to sexual problems in light of recent research (SLO-3)

3.0 Required Reading

3.1 Sexuality Now: Embracing Diversity – Carroll, 2019, 6th Edition, ISBN: 978-0205225224

3.2 Systemic Sex Therapy – Hertlein, Weeks, and Gambescia, 2015, ISBN: 978-0415738248

3.3 A Clinician’s Guide to Systemic Sex Therapy- Hertlein, Weeks, and Sendak (2009), ISBN 978-0-7890-3823-4 (HWS)

3.4 Students are required to read additional journal articles that can be found on Canvas

4.0 Assignments:

- 4.1 Discussion Boards** – 7 DB Forums. Students will respond to prompts based on either the readings, video, or class discussions. Initial responses should be (250-400 words). Students will then need replay to at least two different classmates with post (100 words each). Specific directions for discussion boards will be posted on Canvas (Assesses Course Learning Outcomes 2.1 & 2.3)

Discussion Board Rules

This is a space for us to share our idea, engage in dialogues, and learn from each other. Below are criteria for the discussion post, criteria for content of the discussion post, and rules about etiquette.

Criteria for discussion post

The initial post should be at least 250 words. You are required to respond to at least two other initial posts. The responses should be at least 100 words each. The post are due by 11:59pm on the designated date. Points will be deducted for late post.

Criteria for content

The content of the discussion board should be your own ideas supported by information from the text, assigned readings, PowerPoints, or other scholarly references you find. You post should not **entirely** consist of quotes from an outside source, regurgitation of someone else's ideas, or personal stories.

For example:

Big Bird (2012) stated that sexual violence was not an issue in developed countries. I disagree with that statement. I intern at a domestic violence shelter for my practicum and hear about the violence that occurs in this area. Even though Elmo (2013) stated that violence against women is lower in countries that have more liberties for women, violence against women in developed countries is still an epidemic. Since most victims of sexual violence know their perpetrator (Kermit, 2007) and most perpetrator are male (Dora 2013), I believe that we should develop preventative programs in middle and high school about sexual violence.

Discussion Board Etiquette

- Refrain from inappropriate language.
- Review your comments before you post for spelling and grammatical errors and to make sure it's what you really want to say.
- Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Disagree with ideas, but do not make personal attacks.
- Be open to be challenged or confronted on your ideas or prejudices.

- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- A majority of your reply should not be quotes from the initial post.

- 4.2 Sexual Genogram-** Students will complete a sexual genogram. This paper is intended to help you become cognizant of how you learned about sexuality, sex, and gender. Also, this paper is intended to help you explore your own values and biases concerning sexuality, sex, and gender. Please answer each question fully. The paper should be between 4-6 pages double-spaced. For questions that ask “what” or “was”, also answer “why”. The information you present in this paper is sacred and will be treated with confidentiality. Instructions and Grading Rubric will be posted on Canvas (Assesses Course Learning Outcome 2.2)
- 4.3 Paper-** Student will complete a paper, between 4-6 pages double-spaced, which focuses on: (1) detailing and communicating an aspect of human sexuality and sexual dysfunctions and (2) diagnosing an issue and creating a treatment plan. (Assesses Course Learning Outcomes 2.1 & 2.3)
- 4.4 Final Exam-** Students will complete a comprehensive online final exam. The final exam will be available between Thursday July 5th and Friday July 7th. Student will have approximately 1 hour to complete the exam. (Assesses Course Learning Outcomes 2.1 & 2.3)

5.0 Grading Criteria Rubric and Conversion

Discussion Boards (7) 5 points each	35 points	A	224 - 250 points
Sexual Genogram	55 points	B	199 - 223 points
Final Exam	100 points	C	174 – 198 points
Paper	60 points	D	149 - 173 points
		F	148 ≤ points
Total	250 points		

6.0 Course Requirements

Date	Topic	Assigned Readings	Assignment Due
Week 1: Monday 6/4	Introduction to course		
Week 1: Tuesday 6/5	Sexual Anatomy	Carroll Ch. 5 & 6	
Week 1: Wednesday 6/6 (online)	Sexual Development	Carroll, Ch. 8	Discussion Board
Week 1: Thursday 6/7	Sexual Behavior	Carroll, Ch. 10 Rye & Meany, 2007 (Canvas) Sewell, 2005 (Canvas)	
Week 2: Monday 6/11 (online)	Variety in Sexual Behaviors	Carroll Ch. 16 HWG- Ch. 14 Balon, 2012 (Canvas)	Discussion Board
Week 2: Tuesday 6/12	Gender, Sex & Sexuality	Carroll Ch. 4 & 9, 11 (Gender Sex) McCabe et al, 2010 (Canvas)	
Week 2: Wednesday 6/13 (online)	Sexual Violence	Carroll Ch. 17 Tambling, 2012 (Canvas)	Discussion Board
Week 2: Thursday 6/14	Disability/Illness	Carroll, 14 & 15 Wiegerink, 2011 (Canvas) Pereira et al, 2011 (Canvas)	
Week 3: Monday 6/18 (online)	Systemic Sex Therapy	Ridley, 2009 (Canvas) Althof, 2010 (Canvas)	Discussion Board
Week 3: Tuesday 6/19	Systemic Sex Therapy	HWG Ch. 1,3, &15	
Week 3: Wednesday 6/20 (online)	Alternatives to Systemic Sex Therapy		Discussion Board
Week 3: Thursday 6/21	Male Sexual Disorder	Carroll Ch. 14 HWG Ch. 4 &5	Sexual Genogram Due by 5:00pm in class
Week 4: Monday 6/25 (online)	Male Sexual Disorder	HWG 6 & 7 Berry, 2013 (Canvas)	Discussion Board
Week 4: Tuesday 6/26	Female Sexual Disorder	Carroll, Ch. 14 HWG Ch. 8 & 9 Basson et al, 2010 (Canvas)	
Week 4: Wednesday 6/27 (online)	Female Sexual Disorder	HWG Ch. 10, &11	Discussion Board
Week 4: Thursday 6/28	Conducting Clinical Interviews	Iasenza, 2010 (Canvas) HWS Ch. 2 & 3	
Week 5: Monday 7/2	Conducting Clinical Interviews		
Week 5: Tuesday 7/3	Case Formulation & Treatment Planning	Jones et al, 2011(Canvas) HWS 4 & 5	Paper due by 11:59pm upload to

			Canvas
Week 5: Wednesday 7/4	Holiday ***** No Class***** Holiday***** No Class***** Holiday		
Week 5: Thursday 7/5 (online)	Final Exam	Final Exam	Final Exam

****Course schedule may be changed. Students will receive an updated schedule if it changes**

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

5.0 Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

6.0 Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

7.0 Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

8.0 Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

9.0 University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

10.0 University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

11.0 Absences and Grading

Since this is an online course, attendance is not graded. An initial 5 points will be deducted for all assignments submitted after the deadline. An additional 5 points will be deducted for every additional day an assignment is late.

12.0 Instructor's Personal Statement

It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.

TECHNOLOGY

13.0 Technology Requirements and Support

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.