Texas A&M University – Central Texas
MFT 5352
Gender and Sexuality in MFT
Summer 2019
MTWR Warrior Hall 315
Online

Instructor: DeAnna Harris-McKoy, Ph.D.
Office: Warrior Hall 318K
Email: d. harris-mckoy@tamu.edu
Office Hours: Tuesdays & Thursdays 2:00pm -4:00pm

Method of Instruction and Course Access:
This course meets 100% 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.

Warrior Shield:
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, 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


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

### 4.0 Assignments:

4.1 **Discussion Boards** – 8 DB Forums. Initial posts must be at least 250-400 words as a response to discussion question. Students are to reply to at least two different classmates with a reply 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 and personal attacks.
- 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 being 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 (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 Thursday July 3rd through July 5th. Students will have approximately 1 hour to complete the exam. (Assesses Course Learning Outcomes 2.1 & 2.3)

5.0 **Grading Criteria Rubric and Conversion**

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Points</th>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (8)</td>
<td>40</td>
<td>A</td>
<td>224 - 250 points</td>
</tr>
<tr>
<td>Sexual Genogram</td>
<td>55</td>
<td>B</td>
<td>199 - 223 points</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>C</td>
<td>174 - 198 points</td>
</tr>
<tr>
<td>Paper</td>
<td>55</td>
<td>D</td>
<td>149 - 173 points</td>
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<td></td>
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<td>F</td>
<td>148 ≤ points</td>
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<tr>
<td><strong>Total</strong></td>
<td>250</td>
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## 6.0 Course Requirements

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1: Monday 6/3</td>
<td>Introduction to course</td>
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<tr>
<td>Week 1: Tuesday 6/4</td>
<td>Sexual Anatomy</td>
<td>Carroll Ch. 4 &amp; 5</td>
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<tr>
<td>Week 1:Wednesday 6/5</td>
<td>Sexual Development</td>
<td>Carroll, Ch. 8</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week 1:Thursday 6/6</td>
<td>Gender, Sex &amp; Sexuality</td>
<td>Carroll Ch. 4 &amp; 11 McCabe et al, 2010 (Canvas)</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week 2: Monday 6/10</td>
<td>Sexual Behavior</td>
<td>Carroll, Ch. 10 Rye &amp; Meany, 2007 (Canvas) Sewell, 2005 (Canvas)</td>
<td></td>
</tr>
<tr>
<td>Week 2: Tuesday 6/11</td>
<td>Variety in Sexual Behaviors</td>
<td>Carroll Ch. 16 HWG- Ch. 14 Balon, 2012 (Canvas)</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week 2:Wednesday 6/12</td>
<td>Sexual Violence</td>
<td>Carroll Ch. 17 Tambling, 2012 (Canvas)</td>
<td>Discussion Board</td>
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<tr>
<td>Week 3: Monday 6/17</td>
<td>Systemic Sex Therapy</td>
<td>HWG Ch. 2 &amp; 15 Ridley, 2009 (Canvas) Althof, 2010 (Canvas)</td>
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<td>Week 3:Tuesday 6/18</td>
<td>Systemic Sex Therapy</td>
<td>HWG Ch. 1, &amp; 3 WGH Ch. 1</td>
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<tr>
<td>Week 3:Wednesday 6/19</td>
<td>Sex Therapy &amp; Ethics</td>
<td>WGH Ch. 15 &amp; Ch16</td>
<td>Discussion Board</td>
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<tr>
<td>Week 3: Thursday 6/20</td>
<td>Male Sexual Disorder</td>
<td>Carroll Ch. 14 HWG Ch. 4 &amp;5</td>
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<td>Week 4: Monday 6/24</td>
<td>Male Sexual Disorder</td>
<td>HWG 6 &amp; 7 Berry, 2013 (Canvas) WGH Ch. 8</td>
<td>Discussion Board</td>
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<td>Week 4: Tuesday 6/25</td>
<td>Female Sexual Disorder</td>
<td>Carroll, Ch. 14 HWG Ch. 8 &amp; 9 Basson et al, 2010 (Canvas)</td>
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<td>Week 4:Wednesday 6/26</td>
<td>Female Sexual Disorder</td>
<td>HWG Ch. 10, &amp;11 WGH Ch. 9</td>
<td>Discussion Board</td>
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<tr>
<td>Week 4: Thursday 6/27</td>
<td>Conducting Clinical Interviews</td>
<td>Iasenza, 2010 (Canvas) HWG Ch. 13 WGH Ch. 2 &amp; 3</td>
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<tr>
<td>Week 5: Monday 7/1</td>
<td>Conducting Clinical Interviews</td>
<td>WGH Ch. 4 &amp; 5</td>
<td></td>
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<tr>
<td>Week 5: Tuesday 7/2</td>
<td>Case Formulation &amp; Treatment Planning</td>
<td>Jones et al, 2011 (Canvas) WGH 6, 12</td>
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<tr>
<td>Week 5: Wednesday 7/3</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5: Thursday 7/4</td>
<td>Holiday</td>
<td>No Class</td>
<td>Holiday</td>
</tr>
</tbody>
</table>

**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, found through the Registrar’s web page: https://www.tamuct.edu/departments/business-office/droppolicy.php

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University 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-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.
TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit https://www.tamuct.departments/index.php. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines, please visit: http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf.

8.0 Tutoring
Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored 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 any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty 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 72,000 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 TAMUCT 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 twenty-four 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 TAMUCT 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 homepage: https://tamuct.libguides.com/

10.0 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.

11.0 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

12.0 Technology Requirements and Support
Requirements

This course will use the TAMUCT Instructure Canvas learning management system. Logon to TAMUCT Canvas [https://tamuct.instructure.com]

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

Technology Support.
For technology issues, 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

When calling for support please let your support technician know you are a TAMUCT student.
For issues related to course content and requirements, contact your instructor.