MCC 663: Human Sexuality

3 Graduate Credit Hours, 12 Week Course Syllabus

**Instructor:**
Office Phone:
Office Location:
Office Hours:
Email address:
BEST way to reach me:

**Required Course Texts:**


**Prerequisites:** All Foundation Courses

**Catalog Description:**
This course is designed for counseling and human service professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. Information about human sexuality across the lifespan will be included. The course is designed to develop: a) students’ knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students’ skills in assessment and intervention techniques with sexuality issues, and d) increased awareness of one’s personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing and intervening with human sexuality related clinical counseling issues.

**Purpose:** This is an elective course for the Master of Science in Clinical Counseling program.

**Learning Objectives:** Students who successfully complete this course should be able to:
1. Identify and apply the many facets of human sexuality, promotion of health knowledge and attitudes in relation to sexuality, inclusive of advocacy and client education, in both prevention and intervention.

2. Desensitize to and examine the issues related to human sexuality, which historically has been a taboo topic in our society, and to classify the impact of culture on sexuality attitudes and behaviors.

3. Develop and improve the process of clinical interviewing, assessment and applied clinical counseling skills related to sexuality issues.

4. Engage in introspection and reflection about one’s own sexuality and the impact this has on one’s own life, both as an individual in an intimate relationship and as a counselor in the therapeutic alliance.

5. Develop, process, and define awareness of the role and function of mental health counselors in assessment and treatment of sexuality issues in counseling practice with individuals and couples.

6. Develop and define knowledge of the assessment, diagnosis, and treatment of sexuality-related concerns in counseling, including paraphilia, sexual dysfunctions, and relationship issues.

**COURSE EVALUATION/GRADING**

Grades will be assigned based on points earned.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Discussions (21 DB x 20pts.)</td>
<td>420</td>
</tr>
<tr>
<td>Self-Directed Learning Experience Reports (2 reports, 200 points each)</td>
<td>400</td>
</tr>
<tr>
<td>Self-Directed Learning Experience Online Discussions (respond to 2 reports, at least two students each [50pts.])</td>
<td>200</td>
</tr>
<tr>
<td>Presentation</td>
<td>200</td>
</tr>
<tr>
<td>Presentation Feedback (respond to at least two students, 50pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>Diagnosis &amp; Treatment Paper</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1520</strong></td>
</tr>
</tbody>
</table>
Additionally, regardless of grades in individual courses, students are required to maintain an overall cumulative GPA of 3.0. If a student falls below this threshold they will be placed on academic probation, and may subsequently be dismissed from the program.

**Late Work Policy**

Because of the nature of an online learning environment, no late work will be accepted and will receive no credit. At the instructor’s discretion, exceptions can be made to this policy; however, exceptions would typically constitute documented illnesses or emergencies. Having heavy workloads, both with school and work commitments, family functions, and vacations are examples of non-approved exceptions. Students who foresee issues with their schedules and plans should be proactive and plan to accommodate for these issues by completing assignments prior to the due date or working with the instructor for alternative arrangements.

**MSCC Academic Honesty Policy:**

The Master of Science in Clinical Counseling of Bellevue University Academic Honesty Policy is in addition to the overall University Policy. Any time students commit academic dishonesty they show little concern for their own personal sense of integrity, and they infringe on the rights of all other members of the academic community. The following definitions and examples are forms of academic integrity violations:

**Cheating.** No student shall use or attempt to use materials, notes, or information from another student for normal course work that is intended to be done on an individual basis, either in class or out of class. Examples include, but are not limited to: (1) copying from another person’s research, paper, test or quiz, (2) using testing aids during a test where no permission has been given by the Instructor, (3) copying another’s work, (4) collaborating on any written work, without specific permission by the Instructor, or (5) allowing another person to do your work, (6) taking an exam for another student or (7) allowing another person to take an exam for you.

**Multiple Submissions.** No students shall submit a paper (in part or in whole) or any other assignment (in part or in whole) which was submitted for academic credit for any other course.

**Plagiarism.** No student shall present the work of another person as their own without the specific citation of the original author. Examples include, but are not limited to: (1) the use of another’s complete sentences or key words without quotation marks and accurate citations, (2) graphs and charts, or (3) ideas and information provided by another. Computer programs, files, and web pages must also be utilized only with the inclusion of a citation referencing or indicating the original source of the file and/or program.

**Consequences of Academic Dishonesty.** The first violation of the academic policy will result in a score of zero for the assignment, paper, exam, etc. The incident (including supporting documentation) will be reported to the Program Director who will keep the
record of the incident on file until the student graduates from the program. The program
director will forward the information about the violation to the office of Student Affairs.
If a second violation of the academic honesty policy occurs, the student will receive a
failing grade in the course in which the violation occurred. The incident (with supporting
documentation) will again be reported to the Program Director who will keep the record
of the incident on file until the student graduates from the program. This incident will be
reported to the office of Student Affairs. If a third incident occurs, the student will be
removed from MSCC program with no opportunity to return to the program. The student
may appeal decisions regarding Academic Dishonesty as per the university policy.

Need to Change Assignments and Requirements

While not typical, the instructor reserves the right to make any necessary changes to the
course as needed, which may include but is not limited to, readings, point values,
assignments, grading criteria, due dates, exams, and corrections to unforeseen errors in
any aspect of the course. The instructor will provide students with notifications of any
changes, and will provide students an opportunity to adjust to these changes in a timely
and reasonable manner determined by the instructor with collaboration from students on a
case by case basis.

Residential Class Attendance Policy

Attendance is mandatory. You are expected to attend every class meeting. If you are
unable to attend you must contact me in advance for an alternative assignment. There
may be points associated with class participation. If you do not notify me of your absence
in advance, you will not be allowed to make up the points that you missed.

Online Attendance Policy

Attendance is mandatory. Online students are required to routinely log-into Blackboard
and submit their assignments as scheduled by the syllabus. The student will receive a
letter of nonattendance if the student has not logged-in to their course or submitted any
assignments for more than seven consecutive days per course. Nonattendance could
impact a student’s ability to receive financial aid. Online students encountering special
situations which will prohibit them from accessing their course and meeting their course
obligations should contact their instructor.

ACADEMIC HONESTY POLICY

Bellevue University is committed to academic excellence. The University expects
academic honesty from all members of the University community and believes that it is
essential for academic excellence and integrity. Academic honesty includes adherence to
guidelines established by the instructor in a particular course for both individual and
group work. It prohibits representing the work of others to be one’s own (plagiarism);
receiving unauthorized aid on an assignment (cheating); and using similar papers or other
work product to fulfill the obligations of different classes without the instructor’s permission. Penalties for academic dishonesty may include a grade of “F” on the work in question or for the course. In addition, any student engaged in academic dishonesty will be subject to disciplinary action including reprimand, short-term suspension, long-term suspension, and/or expulsion according to the policies and procedures of the University. The Student Handbook provides detailed information pertaining to academic dishonesty, including procedures for determining disciplinary action.

WITHDRAWAL POLICY STATEMENT

Please contact your academic advisor and reference your Student Handbook regarding withdrawal from this course or from the program. Failure to do so may have an adverse effect upon your financial aid and academic standing at the University.

ADA INFORMATION

Bellevue University seeks to provide reasonable accommodations for all qualified persons with disabilities. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA/ADAAA) and requires accommodations, it is the student's responsibility to register with Disability Services (DS) in a timely fashion to arrange for suitable accommodations. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact DS if they are not certain whether a medical condition/disability qualifies. Students with temporary medical impairments are also encouraged to contact Disability Services. Disability Services is located in the R. Joe Dennis Learning Center, Room 579. To contact Disability Services please call 402.557.7417 or 800.756.7920 ext. 7417 or email disability@bellevue.edu. For additional information, please consult the Student Disability Guide at http://www.bellevue.edu/services/content/pdfs/disability-services.pdf.

INSTRUCTOR COMMUNICATION POLICY

I will make every effort to communicate with you within 48 hours (not including weekends or holidays). E-mail is the most efficient way to communicate with me. Additionally, please make sure to have your updated e-mail in the Bellevue University system, as that is how I will communicate with you. If you have multiple e-mails, you can go into the system to have e-mail automatically forwarded to other e-mails. I would suggest simply using your assigned Bellevue University e-mail. Regardless of what e-mail you choose, make sure to have it updated so you do not miss any correspondence related to the course.

STUDENT EXPECTATIONS

Students are expected to embody and display professional interactions and behaviors in all aspects of this course. This behaviors and interactions reflect those commonly expected from professional counselors and human services professionals. This includes, but is not limited to, respectful dialogue and interactions with faculty, students, and staff.
Students not maintaining professional behavior will be advised; and, this advisement will be part of the documentation of the student’s progress and performance in the program. Additionally, if warranted, further action may be taken to address inappropriate or unacceptable behavior, which may include removal from the course and/or program.

*All assignments in the course should be completed using the most recent publication of the APA manual, especially with regards to writing academic papers.*

*Note – all assignments are to be submitted electronically in Word format.*

**Discussion:**
Discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content. You promote a professional, substantive discussion. Use the following feedback to improve the quality of your discussion contributions.

**Discussion will take place in both Residential and Online formats of the course.**
In the Residential format, students are expected to fully engage in class discussions as outlined in the Rubric below. Instructor guided peer to peer discussion facilitates deeper learning and your development as a professional.

In the Online Discussion, there will be two required original posts per week responding to the assigned questions for each week. Students are expected to be thorough in their responses to these questions, using graduate-level writing, correct grammar, and APA format. Please refer to the rubric at the end of this syllabus, explaining how postings will be evaluated. Each week’s posts are worth a total of 20 points. Students are required to respond to two students’ original posts with thoughtful and insightful feedback. If the additional posts are not done, then the student will receive no credit for their original post. Example: You will be required at minimum to have 6 posts per week in total (two original posts, and at least four responses to other students’ posts).

Discussion boards will have two discussion points per week: This first, initial post will be **due by 11:59 p.m. CST on the Wednesday of each week.** This post will be your response to the questions asked on Blackboard. The second post will be **due by 11:59 p.m. CST on the Sunday of the same week.** It will entail responses to at least two students’ original posts with thoughtful and insightful feedback.

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**Masters of Clinical Counseling Online Discussion Grading Rubric**

<table>
<thead>
<tr>
<th>Discussion Grading Rubric #1 – Primary post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>-----------</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Content (up to 5 points)</th>
<th>No post or does not address the assignment</th>
<th>Addresses the assignment but response lacks detail and appropriate vocabulary or is incomplete</th>
<th>Addresses the full assignment and uses appropriate detail and vocabulary</th>
<th>Addresses the full assignment and uses appropriate detail and vocabulary plus presents additional examples or resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>References (up to 2.5 points)</td>
<td>Does not cite appropriate references (if required; including textbook)</td>
<td>Includes reference citation but incomplete (if required)</td>
<td>Includes complete reference information but APA format error (if required)</td>
<td>Includes complete reference information in proper APA format (if required)</td>
</tr>
<tr>
<td>Spelling, Grammar &amp; word choice (up to 2.5 points)</td>
<td>Many spelling and grammatical errors or lacks clarity in vocabulary</td>
<td>Uses vocabulary from the text but inappropriately or several spelling or grammar errors</td>
<td>Uses vocabulary from the text appropriately, few spelling or grammar errors.</td>
<td>Uses vocabulary from the text appropriately, no grammar or spelling errors</td>
</tr>
</tbody>
</table>

**Discussion Grading Rubric #2 – Peer Replies**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Needs Improvement</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reply #1 (up to 5 points each)</td>
<td>No peer reply posted</td>
<td>Mostly Restates, compliments, or agrees with peers’ posts. Excessive grammar and spelling errors</td>
<td>Provides some additional insight to peers’ post but largely restates own primary post. Minimal grammar and spelling errors</td>
<td>Provides additional insight, example, resource, disagrees, or respectfully corrects an error in peer’s post. No grammar or spelling errors</td>
</tr>
</tbody>
</table>

Please note: All discussions in this course are worth 20 points. You can earn up to 10 points for your primary post (grading rubric #1) and up to 10 points for your peer responses (grading rubric #2). All deadlines are clearly noted in each Discussion Board.
assignment. No posts outside the current week will be considered when computing your grade because the class discussion has ended.

**Masters of Clinical Counseling Residential Discussion Grading Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Needs Improvement</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Does not address the assignment</td>
<td>Addresses the assignment but response lacks detail and appropriate vocabulary or is incomplete</td>
<td>Addresses the full assignment and uses appropriate detail and vocabulary</td>
<td>Addresses the full assignment and uses appropriate detail and vocabulary plus presents additional examples or resources.</td>
</tr>
<tr>
<td><strong>Engagement in the Discussion</strong></td>
<td>Does not participate in the discussion</td>
<td>Responds to at least one peer in the discussion but comments are tangential or general to the topic</td>
<td>Responds to at least one peer and comments are directly related to the topic and assignment at hand.</td>
<td>Responds to multiple peers and comments are related to the topic and assignment at hand and expand the discussion in some way.</td>
</tr>
</tbody>
</table>

Please note – discussions missed in class can only be made up if you notify the instructor in advance for an alternative assignment.

**Self-Directed Learning Experience Report**

Each student is to identify one human sexuality issue to explore in more complete depth than might be possible during class time as a group. Students will select movies and books that are closely related to “Human Sexuality”, write a report and participate in the online discussion. This assignment is designed to increase students’ awareness toward what is influencing and reflected on our thoughts and feelings regarding Human sexuality issues through the prevailing multimedia materials.

Post your respective report under the discussion board link as a word document attachment on the assigned dates:

- **Report 1: “Movies” posting due by 11:59 p.m. CST on the Wednesday of Week 3**
- **Report 2: “Books” posting due by 11:59 p.m. CST on the Wednesday of Week 6**
The reports will consist of four sections: (1) rationale for your choice (2) a brief summary (3) your own thoughts and feelings about the movie or book (4) controversial issues that stand out from the perspective of Human Sexuality (5) any further comments (optional). Length: minimum 1000 words in total.

Late submission of your report will receive ZERO points based on the date and time of your submission on Blackboard.

Online Discussion: Read at least two other students’ reports to engage in online discussion by making questions and/or comments on each of the reports.

Online discussion 1 on “Movies” posting due by 11:59 p.m. CST on the Sunday of Week 3

Online discussion 2 on “Books” posting due by 11:59 p.m. CST on the Sunday of Week 6

i. Suggested Movies on Human Sexuality

1. You don’t know Dick (Documentary)
2. Boys don’t cry
3. Just like a woman
4. Chasing Amy
5. Philadelphia
6. Kinsey
7. Mysterious Skin
8. Mr. Mom
9. Little Children
10. Sita: A Girl from Jambu (Documentary)
11. The Secretary
12. Masters of Sex (TV Series)

ii. Suggested Books on Human Sexuality

Gender Issues


**History**


**Sex Offenders and Paraphilia**


**Social Issues**


Contact the instructor if you would like to work with a different movie or book not listed here. You will need permission from the instructor prior to submitting your work from a title not included in the syllabus.

RUBRIC (200 pts each)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Needs Improvement (C or below) ≤ 158 pts</th>
<th>Competent (B) (159-180 pts)</th>
<th>Proficient (A) (181-200 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of paper; Usefulness and relevancy of topic discussed</td>
<td>The student inadequately researched, described, and demonstrated his/her knowledge of the material; the material was irrelevant or not useful</td>
<td>The student adequately researched, described, and demonstrated his/her knowledge of the material; the material was relevant and useful</td>
<td>The student excelled in researching and describing the topic and demonstrated his/her knowledge of the material superbly; the material was relevant and useful</td>
</tr>
<tr>
<td>Quality of paper and use of citation(s) Composition: Grammar, Writing, Format - APA Style (when sources used)</td>
<td>Poorly written, illogical, rambling. Low level writing skills. APA Style or citations missing or mostly incorrect</td>
<td>Adequate writing with 4-6 errors in grammar, format, composition or citations. Needs sharper focus and better composition.</td>
<td>Effective writing for graduate level with accurate grammar, format and citations. No more than 3 errors.</td>
</tr>
</tbody>
</table>

**Presentation**: Competently and thoroughly conduct an oral presentation about a given area of human sexuality counseling and demonstrate a class activity that will help improve students’ awareness related to your topic or that could be applicable in a counseling session for your topic population. You should submit the presentation materials and post them utilizing either Dropbox or GoogleDocs. Students will need to a. upload a link to an oral presentation that they taped using GoogleDocs or Dropbox and b. provide all outlined materials in a theoretical format by submitting and posting them to the designated Blackboard link. Students will choose one topic area from the following list.

- Topic 1: Disorders of female sexuality
- Topic 2: Disorders of male sexuality
- Topic 3: STDs and having responsible sex
- Topic 4: Same sex parenting
Topic 5: Atypical sexual behaviors
Topic 6: Abortion: Laws and controversies

Time:
Your presentation ought to cover the subject matter for 20 minutes (Oral presentation: 15 minutes. Activity: 5 minutes). You are to present the materials as if you were partaking in a face to face seminar.

Materials:
You may use any relevant material to address the topic selected. Materials from more recently published books and scientific publications (e.g. peer-reviewed journal articles) are preferred. Do not use the course textbook as your reference.

Manner of presentation:
Be professional and use a multitude of the following:
- PowerPoint/Handouts. Make sure your handout contains key points. Include references (in APA format) in the PowerPoint handout.
- Brief video-tapes, audio-tapes, and internet video clips can be valuable resources of information to be presented in addition to text.
- Presenters should be knowledgeable on the materials and should not read off the slides.

Grading Criteria:

RUBRIC (200 pts)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Needs Improvement (C or below) ≤ 158 pts</th>
<th>Competent (B) (159-180 pts)</th>
<th>Proficient (A) (181-200 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manner of presentation and timely completion of the presentation</td>
<td>The student inadequately presented the chosen material and failed to complete the assignment in a timely manner</td>
<td>The student adequately presented the chosen material and completed the assignment in a timely manner</td>
<td>The student excelled in presenting the material and completed the assignment in a timely manner</td>
</tr>
<tr>
<td>Content of presentation; Usefulness and relevancy of activity</td>
<td>The student inadequately researched and demonstrated his/her knowledge of the material; the material was</td>
<td>The student adequately researched and demonstrated his/her knowledge of the material; the material was</td>
<td>The student excelled in researching the topic and demonstrated his/her knowledge of the material</td>
</tr>
</tbody>
</table>
Due Date: The presentation is due by 11:59 p.m. CST on the Wednesday of week 8

**Diagnosis and Treatment Paper**: Students will be required to complete a 5-6 page (not including title page or references) paper on an existing Sexual Disorder from the DSM-5. Papers should include a brief description of the primary diagnostic features of the specific disorder selected. Furthermore, prevalence rates, onset, course of the disorder, genetic/family patterns, and cultural issues should be discussed in the body of the paper. The primary portion of your paper should focus on summarizing recent research regarding treatment of the chosen disorder. This paper will follow APA Style (6th Edition) guidelines and will include a minimum of three (3) academic/scholarly references from 2005 to the present.

- **Length and format**: 5–6 pages. Typed and double spaced. Paper and references in APA style.

Due Date: The Diagnosis & Treatment Paper is due by 11:59 p.m. CST on the Wednesday of Week 11

RUBRIC (200 pts each)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Needs Improvement</th>
<th>Competent (B)</th>
<th>Proficient (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of PowerPoint slides, handout, and use of citation</td>
<td>Poorly written, illogical, rambling. Low level writing skills. APA Style or citations missing or mostly incorrect</td>
<td>Adequate writing with 4-6 errors in grammar, format, composition or citations. Needs sharper focus and better composition.</td>
<td>Effective writing for graduate level with accurate grammar, format and citations. No more than 3 errors.</td>
</tr>
<tr>
<td>Content of paper; Usefulness and relevancy of topic discussed</td>
<td>(C or below) ≤ 158 pts</td>
<td>(159-180 pts)</td>
<td>(181-200 pts)</td>
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<tr>
<td>The student inadequately researched, described, and demonstrated his/her knowledge of the material; the material was irrelevant or not useful</td>
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<td></td>
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</table>

| Quality of paper and use of citation(s) | Composition: Grammar, Writing, Format - APA Style (when sources used) | Poorly written, illogical, rambling. Low level writing skills. APA Style or citations missing or mostly incorrect | Adequate writing with 4-6 errors in grammar, format, composition or citations. Needs sharper focus and better composition. | Effective writing for graduate level with accurate grammar, format and citations. No more than 3 errors. |

**COURSE CONTENT & OUTLINE**

The content and activities for each session are described below. Assigned readings should take place prior to class.

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENT(S) DUE</th>
</tr>
</thead>
</table>
| 1    | Introductions  
Course Objectives & Processes  
What is Sexuality Counseling?  
Concepts & Issues in Sexuality Counseling | Ch. 1 | Blackboard discussions |
<p>| 2    | Theories applied to sexuality counseling | Ch. 2 | Blackboard discussions |
| 3    | Assessment in sexuality counseling | Ch. 3 | Blackboard discussions; Self-Directed Learning Experience Report “Movie” |
| 4    | Treatment planning in sexuality counseling | Ch. 4 | Blackboard discussions |</p>
<table>
<thead>
<tr>
<th></th>
<th>Section</th>
<th>Chapter</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Female Sexuality</td>
<td>Ch. 6</td>
<td>Blackboard discussions</td>
</tr>
<tr>
<td>6</td>
<td>Male Sexuality</td>
<td>Ch. 7</td>
<td>Blackboard discussions; Self-Directed Learning Experience Report “Book”</td>
</tr>
<tr>
<td>7</td>
<td>Sexually Transmitted Diseases</td>
<td>Ch. 8</td>
<td>Blackboard discussions</td>
</tr>
<tr>
<td>8</td>
<td>Gender Identity and sexual orientation</td>
<td>Ch. 9</td>
<td>Blackboard discussions; Human Sexuality Presentation</td>
</tr>
<tr>
<td>9</td>
<td>Sexual variations</td>
<td>Ch. 12</td>
<td>Blackboard discussions</td>
</tr>
<tr>
<td>10</td>
<td>Counseling Sexual Abuse and Rape Victims</td>
<td>Ch. 13 &amp; 14</td>
<td>Blackboard discussions</td>
</tr>
<tr>
<td>11</td>
<td>Special Issues in Human Sexuality: Aging, Disabilities, and chronic illness</td>
<td>Ch. 10 &amp; 11</td>
<td>Blackboard discussions; Diagnosis &amp; Treatment Paper</td>
</tr>
<tr>
<td>12</td>
<td>Course Wrap up: Review and Discussion</td>
<td></td>
<td>Blackboard discussions</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**


