

Sexuality in Mental Health: Spring 2025

Instructor: Dylan Harrell, PhD

Title: Group Coordinator CWC

Office Phone: 352-392-1575

Email: Dylan.Harrell@ufl.edu

Class Time

Office Hours

Tuesdays

Email to schedule an office hours appointment.

9:30am-12:30pm

See Appendix A for all University Policy and Procedures.

Required Text

Buehler, S. (2021). *What every mental health professional needs to know about sex* (3rd ed.). Springer Publishing Company.

Lehmiller, J. J. (2018). *Tell me what you want: The science of sexual desire and how it can help you improve your sex life*. Da Capo Lifelong Books.

Recommended Text (If limited knowledge of anatomy)

Hyde, J. S., & DeLamater, J. D. (2022). *Understanding human sexuality* (15th ed.). McGraw Hill. ISBN: 1265782288.

Good Reads (NOT REQUIRED)

Nagoski, E. (2021). *Come as you are: Revised and updated: The surprising new science that will transform your sex life* [Audiobook]. Simon & Schuster Audio. Narrated by Emily Nagoski and Nicholas Boulton.

Course Description

This course explores the relationship between mental health and human sexuality and the role of the professional psychotherapist in sex counseling. As time permits, topics include biological foundations, research methodology, gender roles, attraction and love, variations in sexual behavior, sexuality and the life cycle, sexual problems, sex therapy, sexually transmitted diseases, sexual coercion, and sexual responsibility. Additionally, this course explores therapist values, attitudes, and beliefs about sexuality and sexual behavior and promotes practitioner self-awareness and self-reflection about the intersection of the personal and professional in counseling clients for sexuality-related issues.

Course Objectives:

- Understanding counseling approaches appropriate for diverse populations in the areas of sexuality and relationships.
- Develop skills for reflecting on clients' narratives to discern patterns that organize and connect their sexual transactions, sexual experiences, sexual attitudes, and sexual identities, past and present.
- Gain tolerance, patience, and understanding of the varying opinions and values of peers within the class and the diverse sexual values and expression in the community at large.
- Develop the appropriate skills to conduct sexual history interviews and ask personal questions in a professional manner.
- Gain insight into one's own values, beliefs, decision-making techniques, and tolerance when working with diverse populations and views.
- Gain an understanding of the physical, psychological, and social aspects of sexual development and functioning.
- Gain knowledge in the evaluation and treatment of sexual problems and will know when and how to properly refer clients to appropriate clinical treatment.
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Attendance:

Class should only be missed in extenuating circumstances (i.e., illness, family death, etc.). In this case, please email, call, or text the instructor prior to class. If in doubt, discuss with instructor as far in advance as possible. Attendance will not be counted toward/against the student's course grade, as such if you choose to come to class I ask that you be present and attendant. If a student misses more than 2 classes we will need to meet to determine how to make up the material.

ALERT:

This course will include conversation, reading, audiotapes, slides, and videotapes of sensitive material. Enrollment indicates a willingness to participate. Should there be particular concerns, please talk with the instructor. Sexuality and Mental Health is a mandatory course for Florida State Licensure for both Mental Health Counselors and Marriage and Family Counselors. The National CACREP standards (see appendix B) also indicate the value of knowledge in this area and the standards that will be addressed throughout the semester.

Classroom Etiquette:

1. Respect towards self, each other, clients, and anyone who may enter our classroom space.
2. Respect that not everyone is at the same place in their journeys.

1. This is especially vital for topics/discussions involving cultural concerns. In this classroom, we agree that if we are learning then it is safe to explore one's thoughts, feelings, and reactions towards different material. At no point is it allowed for students to engage in a disrespectful way (i.e., yelling, passive aggression, retaliation, etc.) towards each other.
3. Listen to Hear versus Listen to Respond.
4. Lean In
 1. If we are choosing to be in class, we choose to lean into the process of growing as mental health professionals which includes challenging each other to go deeper while respecting boundaries and owning our impact.
5. Limit Distractions
 1. If a student chooses to have their laptop out it is for classroom purposes only (i.e., taking notes) and not for distractions (i.e., video games, shopping, other assignments etc.).

Class Assignments

- **Sexual Disorders/Sexuality Focus Presentation**

1. Points: 100
2. Time: 30 minutes w/ 10 minutes of questions & 10 minutes of Group Discussion
3. Brief Summary: Students will present on a Focus Topic around human sexuality. For the most part, this will primarily be various sexual disorders from the DSM-5-TR. However, if a student is willing to explore alternative topics but all topics must be approved by the professor.
4. Pre-Approved Topics:
 1. Any of the Sexual Disorders in DSM-5-TR
 2. Post-Partum Disorders (Depression, OCD, etc.)
5. Anything Else will need to be discussed with the Professor

- **Book Discussion Leading**

1. Points: 75
2. Time: 40 minute discussion
3. Brief Discussion: Students will Lead a group discussion around Lehmiller (2018) or various articles related to human sexuality.
4. Discussion key points:

1. Identifying the core principles outlined in the books/papers
2. Identifying reactions towards the material
3. Reflection on how client's or people who belong to the communities identified would react to the material
4. How to convert the psychoeducation to sound more digestible for clients.
5. Alternative hypothesis/alternative ideas
6. Or whatever else comes to the group leader's mind

- **Sexiological Ecosystemic Reflection Paper**

1. Points: 100
2. Page Limit: No less than 5 pages and no more than 10 pages. Please follow APA format.
3. **MUST BE PRINTED NO ELECTRONIC SUBMISSIONS**
4. Brief Description: Students will be asked to reflect on how they would answer questions from Buehler's Sexiological Ecosystemic Assessment.
5. It is **NOT** required to share intimate details about your past or your own experiences but more of a reflection of how it is to answer these questions, what comments/concerns you would have asking intimate questions of clients in this way, what would you hope to gain from these questions, and how you would develop themes from client's responses.
 1. If a student chooses to share details of their own history please know nobody else will have access to your information. These papers will be stored in a locked cabinet and destroyed once Summer 2025 semester begins.

- **Final Processing Space**

1. Points: 25
2. Brief Description: Participation in reflecting on the final paper as a cohort/group. This is to discuss concerns with using the Sexiological Ecosystemic Assessment or answer any questions about its usage. We will use a mock assessment to practice identifying themes.

Schedule-Subject to change based on professor.

Class Date	Class/Assignments	Notes/Assignments
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Jan.

14 th	Syllabus Review Lecture: The Courage to Treat Sexual Problems “Bad” Sex Therapy	
21 st	Lecture: Sexual Anatomy, Psychosexual Development, & Sexology Discussion: Lehmiller Preface & Introduction	Determine Presentation Schedule & Topics (bring at least 3 ideas)
28 th	Presentation Lecture: Assessing Sexual Concerns Discussion: Lehmiller Chapter 1	
Feb		
4 th	Presentation: Lecture: Let’s Get Cliterate	Guest Speaker Jamie Njue
11 th	Presentation Lecture: Pen15 Club Discussion: Lehmiller Chapter 2	
18 th	Presentation Lecture: Affirming Sex Therapy Discussion: Suen et al., 2020	
25 th	Presentation Lecture: Relationships/Parents & Sex Discussion: Lehmiller Chapter 3	
March		
4 th	Presentation Lecture: Sexual Health (Mental/Physical) Discussion: Lehmiller Chapter 4	
11 th	Presentation Lecture: Sexuality & Trauma Discussion: Lehmiller Chapter 5	
18 th	Spring Break- NO CLASS	
25 th	Presentation Lecture: Sexuality across the Lifespan Discussion: Ateret Gewirtz-Meydan & Sari	

Ofir-Lavee et al., 2020

April

1 st	Presentation Lecture: Kink Informed Sex Therapy Discussion: Lehmiller Chapter 6	
8 th	Presentation Lecture: Out of Control Sexual Behavior Discussion: Lew-Starowicz et al. 2019	
15 th	Presentation Lecture: Ethical Sex Therapy Discussion: Lehmiller Chapter 7	
22 nd	Presentation Presentation Discussion: Lehmiller Chapter 8	DUE: Sexiological Ecosystemic Reflection Paper
29 th	FINAL: Sexiological Processing/Reflection Space	

Appendix A:

University Policy and Procedures:

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click to read the [UF Attendance Policy](#).

Accommodations for Disability

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Click to [Get Started with the Disability Resource Center](#).

Grades:

Information on current UF grading policies for assigning grade points. To review UF grading policy please use the following link ([Grades and Grading Policy](#))

Judgements of Competency:

In making judgments regarding competency, the instructor will rely upon their clinical judgment. In making such clinical judgments, the instructor will take into account sessions shown in class, case discussions in class, additional recordings viewed by the instructor as needed, and interactions with students in class. Of utmost importance, the instructor will rely heavily on the judgment and evaluations of the clinical supervisor, including but not limited to those obtained in meetings he may hold with supervisors and feedback provided in their written evaluation forms. (Nevertheless, in cases of disagreement, the instructor's assessment shall prevail).

- In cases of concern about a competency deficiency or problematic behavior, the procedures outlined in the UF CWC Training Manual will be followed.
- Additionally, Instructor will utilize the Counseling Psychology Program Student Handbook in the following ways:
 - If a supervisor of students enrolled in PCO 7944 (Practicum at the UF CWC) raises a concern about a student's competency, initiates their own internal remediation procedures, or recommends a grade other than "A," the area faculty will be promptly apprised of the situation by the Area/Training Director. The faculty may also choose to request a meeting with the PCO 7944 supervisor, practicum coordinator, or any other relevant training staff. Similarly, as stated in the Handbook, if in accordance with the University of Florida CWC Practicum Training Manual, if a student is terminated from PCO 7944, they will be placed on probation. (However, if the reason for termination involves a violation of the APA Ethics code, department policy will first be followed)

Note: All of the requirements are to be taken seriously. Not fulfilling a requirement could result in failing the course. See the instructor if you anticipate having a problem or are having a problem with any of these requirements.

Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals (<https://ufl.bluer.com/ufl/>). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Honesty Policy:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to [read](#)

[the Code of Conduct](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording Policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

[U Matter, We Care](#): If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit their website to refer or report a concern and a team member will reach out to the student in distress.

[Counseling and Wellness Center](#): Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

[Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

[University Police Department](#): Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

[UF Health Shands Emergency Room / Trauma Center](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

[GatorWell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources:

[E-learning technical support](#): Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Academic Resources](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Appendix B

Applicable Professional Standards Addressed in this course:

(Florida) Institutional Program Evaluation (IPEP): Accomplished Practices The IPEP standards do not apply (directly) to this course.

[Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\) \(2016\)](#)

FOUNDATIONS

Standard A: Knowledge for Clinical Mental Health Counseling:

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

COUNSELING, PREVENTION, AND INTERVENTION

Standard C: Knowledge for Clinical Mental Health Counseling:

1. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
2. Knows the disease concept and etiology of addiction and co-occurring disorders.
3. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment, and aftercare—and the clinical mental health counseling services network.
4. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
5. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
6. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
7. Understands professional issues relevant to the practice of clinical mental health counseling.

Standard D: Skills & Practices for Clinical Mental Health Counseling:

1. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
2. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
3. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

Standard E: Knowledge for Clinical Mental Health Counseling

1. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
3. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase

funding, and promote programs that affect the practice of clinical mental health counseling.

4. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

Standard F: Skills & Practices for Clinical Mental Health Counseling

1. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
2. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

Standard G: Knowledge for Clinical Mental Health Counseling

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

RESEARCH AND EVALUATION

Standard I: Knowledge for Clinical Mental Health Counseling

1. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

Standard J: Skills & Practices for Clinical Mental Health Counseling

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

DIAGNOSIS

Standard K: Knowledge for Clinical Mental Health Counseling

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

FOUNDATIONS

Standard A: Knowledge for Marriage & Family Counseling

1. Knows the history, philosophy, and trends in marriage, couple, and family counseling.
2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.
3. Knows the roles and functions of marriage, couple, and family counselors in various practice settings and in relation to other helping professionals.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.
5. Understands a variety of models and theories of marriage, couple, and family counseling.
6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

Standard B: Skills & Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

COUNSELING, PREVENTION, AND INTERVENTION

Standard C: Knowledge for Marriage & Family Counseling

1. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family and couple functioning.
2. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

Standard D: Skills & Practices for Marriage & Family Counseling

1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.
3. Uses systems theories to implement treatment, planning, and intervention strategies.
4. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.
5. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

Standard E: Knowledge for Marriage & Family Counseling

1. Understands how living in a multicultural society affects couples and families.
2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

ASSESSMENT

Standard G: Knowledge for Marriage & Family Counseling

1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and 5 psychoeducational and personality assessments.
2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society.

RESEARCH AND EVALUATION

Standard I: Knowledge for Marriage & Family Counseling

1. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

Standard J: Skills & Practices for Marriage & Family Counseling

1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.