

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM
HLSC 3850B – SEX ADDICTION
Course Outline – Spring, 2018



Our erotic knowledge empowers us, becomes a lens through which we scrutinize all aspects of our existence, forcing us to evaluate those aspects honestly in terms of their relative meaning with our lives.

– Audre Lorde

The pleasure of living and the pleasure of the orgasm are identical. Extreme orgasm anxiety forms the basis of general fear in life.

– Wilhelm Reich

Stigma's power lies in silence. The silence that persists when discussion and action should be taking place. The silence one imposes on another for speaking up on a taboo subject, branding them with a label until they are rendered mute or preferably unheard.

– M. B. Dallochino

INSTRUCTOR: Marie Damgaard, ASAT, AMAT
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OFFICE: MH 3064
PHONE: Email only please
CLASS DAY/TIME: Wednesday, 12:00- 2:50 pm
OFFICE HOURS: Wednesday, 3:00 – 5:00 pm

****PLEASE NOTE****

The instructor will only reply to emails with the course name and number in the subject line, and will respond within 48 hours of receipt.

COURSE DESCRIPTION:

This course is part of the Specific Addictive Disorders series, designed to facilitate an in-depth study of the clinical issues, assessment and interventions relevant to sex addiction. The emphasis for the course is on exploring the phenomenology of sex addiction from a holistic perspective. This includes, but is not limited to, areas of: feminist influence, developmental perspectives, early relational trauma, attachment and neurobiological perspectives, mental health and addiction interaction, evolutionary perspectives, biological diversity, gender conditioning, psychodynamic approaches, family system components, religion and spiritual conditioning, and technology habituation development. Students will be exposed to a continuum of counselling approaches and interventions to facilitate the opportunity for change, transformation and healing from the factors that contribute to the range of individuals whose experiences manifest in an addictive pathway surrounding sexual thoughts, feelings, and behaviours. A structured experiential component in this course will allow students to integrate their own lived experience with the theory, concepts, and practice covered in the course while enhancing counsellor self-awareness, education, and training.

COURSE OBJECTIVES:

Upon successful completion of this course, the participant will:

- Understand the variety of contextual and developmental constructs which aim to explain the underlying bio-psycho-social dynamics of sexual addiction, and its common interaction with other addictions along a continuum.
- Be familiar with the major etiologic theories of sex addiction and, in particular, understand the importance of an etiologic integrative approach.
- Understand the complexity of sex addiction assessment in terms of readiness to change, stages of disclosure, and appropriate use of assessment tools.
- Understand and be able to discuss an evidence-based and holistic integrated counselling treatment approach to support client needs and increase client inspiration for transformational change.
- Become clear on counter-transference issues surrounding sexual disorders, and enhance counselling training through participation and utilization of self-awareness and self-exploration.
- Develop awareness of ethical issues pertaining to working with individuals effected by sex addiction, and recognize both personal and professional limitations and the need for continual reflection on clinical boundaries.

Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course

Technical Competencies	Behavioural Competencies
<ul style="list-style-type: none">• Counselling and Interventions• Diversity and Cultural Responsiveness• Understanding Substance Use, Abuse, and Dependency• Screening and Assessment• Ethics and Professionalism	<ul style="list-style-type: none">• Client-Centred Change• Creativity and Innovation• Diversity and Cultural Responsiveness• Self-Care• Effective Communication

APPROACHES TO LEARNING:

The course will utilize a combination of lectures, discussions, experiential and written exercises, multimedia presentations, online blogs and commentaries, TED Talks, film clips, case studies, and class participation to explore the subject matter. Please be aware some lectures may be recorded and posted to Moodle.

LEARNING PHILOSOPHY:

Please be aware that you will be studying the phenomenon of sex addiction from an Inter-sectional theory and Phenomenological lens. This means that personal work and reflection are required components of the class. You are encouraged to share your responses, but only to a level that is comfortable for you.

Students who have an active sexual disorder may find the content emotionally difficult, and this may trigger and increase symptoms. For this reason, it is recommended that students with an active sexual disorder seek counselling, and not register in this course.

COURSE POLICIES FOR STUDENTS:

The contents of this course are sexually explicit and will deal freely with controversial issues pertaining to perspectives of sexual addiction. This will include sexual diversity and explicit discussion of sexual practices, the content of which may cause discomfort for some students.

There will be a diversity of opinions and perspectives and these are welcomed, as are rational and factual or research-backed arguments. What is unacceptable, however, is abusive disrespect for fellow students and their views. (See Section 5.b.1 (pg. 71) of the 2017/18 University of Lethbridge Undergraduate Calendar for more information.)

Lecture materials follow, but do not mirror, readings – additional or alternative material may be presented. It is your responsibility to attend class and take notes, or to make arrangements with other students to photocopy their notes. The instructor will not make lecture notes or PowerPoint presentations available to students outside of the class in which they are covered, except through special arrangement with the Accommodated Learning Centre. Nonetheless, you are responsible for completing all of the assigned reading material and all material presented and discussed in lectures. **Having the materials read BEFORE each lecture is highly recommended.**

Please be mindful of not using the Internet during lectures, and please turn cell phones off or to vibrate prior to the beginning of each lecture.

SAFETY:

Since the subject matter of the course may bring up discomfort or distress for some students, it is requested that you take responsibility for seeking out your own counselling support, should the emotional need arise. The University of Lethbridge offers counselling services to students via email at counselling.services@uleth.ca.

REQUIRED TEXTBOOKS:

Joannides, P. & Gross, D. (2017). *Guide to getting it on – 9th edition: A book about the wonders of sex*. Goofy Foot Press.

https://www.amazon.ca/Guide-Getting-Paul-Joannides-Psy-D/dp/1885535171/ref=sr_1_1?s=books&ie=UTF8&qid=1513023194&sr=1-1&keywords=Guide+to+getting+it+on+-

(Kindle edition about \$ 10; Paperback about \$25) on Amazon.ca

Katehakis, A. (2016). *Sex addiction as affect dysregulation: A neurobiologically informed holistic treatment*. Noah Publications

<https://www.amazon.ca/Sex-Addiction-as-Affect-Dysregulation/dp/0393709027>

(Kindle Edition about \$ 24; hardcover about \$50) on Amazon.ca

Weiss, R. & Schneider, J. (2015). *Always turned on: Sex addiction in the digital age*. Gentle Path Press.

https://www.amazon.ca/Always-Turned-Sex-Addiction-Digital/dp/098506336X/ref=sr_1_5?s=books&ie=UTF8&qid=1508694909&sr=1-5&keywords=robert+weiss

(Kindle edition about \$10; paperback about \$21) on Amazon.ca

RECOMMENDED READING:

Additional readings will be sent out to the class, either via email or posted to Moodle, one to two weeks prior to covering the topic in class. You are expected to read the material prior to class in order to engage in lively discussion. As per the University of Lethbridge Undergraduate Calendar (section 9.b., pg. 77), you are expected to monitor your university email for messages pertaining to this course, and are advised to log into Moodle several times a week to make sure that you do not miss any material.

Every additional article that will be assigned for this course will be available online through the University of Lethbridge Library databases. If you do not know how to find the articles you need, please talk to the staff at the IRAD (Information and Research Assistance Desk) in the library.

They are qualified to help you and are extremely knowledgeable about research, citations, copyright concerns, and other academic information you may require. It is not necessary to print the materials for class if students are comfortable reading the digital copy online.

DESCRIPTION OF ASSIGNMENTS AND EXAMS:

Exams: Students are required to write two exams throughout the course, each worth 10% (midterm February 14 and Final Exam April 11) in class group or individual exam.

For maximum performance on exams and papers, it is recommended that students attend all classes in this course. The instructor will provide lecture summaries for most lectures, but only during class times. The PowerPoint presentations used for lectures will not be provided to students unless they have made arrangements through the Accommodated Learning Centre. The instructor will also provide extra time to review the material for exams, and students will have until midnight of the night prior to the exam to contact the instructor, via email, any questions they may have regarding course material. Emails received after midnight on the date of the exam will not be responded to prior to the exam.

With respect to the exams in this course, as per the University Calendar (section 8.b., pg. 75), "Students may be expected to apply what has been taught in the course to new situations, to analyze different examples, or to synthesize original responses to questions that remain within the realm of fairness, even though the particular applications, examples or circumstances may not have been explicitly addressed in course lectures and readings."

Midterm Exam: worth 10%:

This exam will run February 14, 2017 and will be administered in class. The exam will include multiple-choice, true/false, matching, fill-in-the-blank, short answer, and case study questions. Students will not be allowed to bring extra materials into the exam, but scrap paper is available in the Testing Centre.

Final Exam: worth 10%: This exam will run April 11, 2017 and will also be administered in class. The exam will include multiple-choice, true/false, matching, fill-in-the-blank, short answer, and case study questions. Students will not be allowed to bring extra materials into the exam, but scrap paper is available in the Testing Centre. The exam review will take place on April 5 during regular class time.

Students can write missed tests only if they provide documentation from a doctor stating that they were ill on the day(s) the test was scheduled and that their test performance would have been seriously affected by this illness. The documentation must have the doctor's name, address, and phone number. Non-medical reasons for missed exams (e.g. a death in the family) must also be supported with appropriate documentation. With respect to these personal issues, students can email the instructor directly 48 hours prior to the exam to discuss possible accommodations. Missed exams for which students are unable to provide appropriate documentation will be assigned a zero (0).

Short Essays: 6 essays which are worth 10% each (total 60%)

The instructor will assign essay topics in class, which are to be completed and submitted at the beginning of the following class **in hard copy**. Essays are expected to be between two and eight pages long, double-spaced, with a critical and reflective response to the question posed. Depending upon the question posed, the responses can be based on personal reflection, critical thinking, or a combination thereof. If students come across a link or article that relates to their reflection, please cite it according to the APA (6th edition) formatting. Students must ensure that their name is on the assignment or **they will receive a zero (0) for that assignment**. If you miss that day's class or the showing of relevant films, there will not be a second screening, nor will the PowerPoints used in the lecture be supplied to students outside of the lecture without

arrangement through the Accommodated Learning Centre (as mentioned previously). There will be a total of six essays assigned throughout the semester and they are due the week following their assignment. Late essays will not be accepted.

Mark	Guidelines
10	<ul style="list-style-type: none"> - Clear and concise writing - Few or minimal grammatical, punctuation and spelling errors - Clear and deep reflection on the question posed - Effective use of the length of the essay - Proper citation of any sources - Correct use of APA formatting, and no errors
8	<ul style="list-style-type: none"> - Some minor errors in grammar, punctuation, and spelling - Reflected upon the question but could be clearer and deeper - Could be more concise for the space used - Sources cited but not in accordance with APA formatting - Some APA formatting errors
6	<ul style="list-style-type: none"> - Many errors in grammar, punctuation, and spelling - Did not adequately address the question posed - Too wordy for the length of the essay used - Many errors in APA formatting for the paper and/or sources
1 to 4	<ul style="list-style-type: none"> - Major grammatical, punctuation and spelling errors - Failed to address the question posed - Too wordy for the length of the essay used - APA formatting not used

Transformational Paper: worth 20%

This is a self-inquiry into the student's own learning processes throughout the course. The paper needs to be 8-15 pages long and written as per the latest (6th edition) version of APA formatting and regulations. Students need to ensure their name is on the assignment or they will receive a zero (0).

Sexual desire is one of the most reported reasons for seeking therapy. This paper is not about students demonstrating the ability to regurgitate the information taught to them in the course; it is to demonstrate the counsellor's ability to be vulnerable and delve into their own issues. As professionals in training, we cannot ask clients to delve into themselves unless we have completed our own work. If you feel uncomfortable about divulging personal sexual information, this may not be a course for you to take. If students choose to stay in the course and decide to be superficial about this paper, they will fail this component of the course.

Therefore, students need to demonstrate a deep understanding of their own sexual biases and myths, sexual processes, and sexual awareness. Possible topics to be included in this paper are the student's major learning, insights (e.g. fears/stigmas), and changes in attitudes, values, and beliefs around sexuality and addiction. Along with the general learning insights, students will need to address areas in their own life and reflect on any awareness developed around their own experiences. **The marking rubric and additional personal reflection questions will be distributed in the class after Reading Week.**

Opportunity for BONUS MARKS!!

Applied Exercises: There will be several in-class applied exercises which will be completed individually or in small groups, which will earn up to 5% BONUS marks on subsequent test grades. The purpose of these exercises is to help students understand and apply the content associated with the major areas covered in the course. Questions of a similar format may appear on the midterm or final exam. Assignments will be due at the end of the class in which they are assigned. **LOST BONUS MARKS FROM EXERCISE ABSENCES CANNOT BE MADE UP.**

Grading Guidelines:

Short Essays: 6 x 10%	60%
Midterm Exam	10%
Final Exam	10%
Transformational Paper	20%
Total	100%

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GP A	Percent	Letter	GP A	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment: <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.