THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3749A – Sex and Relationship Addictions
Course Syllabus – Spring 2011
Wednesdays, 11:00 a.m. – 1:50 p.m.
January 12 – April 13
Room: AH 175

Instructor: Steven Thibodeau, Ph.D., RSW
Office: MH 3041
Telephone: 403-332-5234
E-mail: steven.thibodeau@uleth.ca
Office hours: Wednesdays, 2-4 p.m. or by appointment.

Lectures:
January 12, 19, 26
February 2, 9, 16 (no class Feb. 23 – Reading Week)
March 2, 9, 16, 23, 30
April 6, 13

Course Description:
This course is part of the Specific Addictive Disorders series which is designed to facilitate an in-depth study of the issues and interventions relevant to a particular addiction. In this course, sex and relationship addiction will be discussed and examined. In particular, it will assist addictions counsellors in recognizing physiological, psychological, spiritual, emotional, financial, and intellectual issues related to people with sexual and relationship addictions. Learners will also examine current counselling strategies used in the sex and relationship addiction counselling field. Specific issues of sex and relationship addiction will also be reviewed through class projects so learners will be exposed to a full spectrum of issues in this field. Learners will also be invited to examine their own attitudes, values and apprehension when working with this population.

Course Objectives:
- To have an understanding of sex and relationship addiction
- To be familiar with effective counselling strategies related to this issue
- To be familiar with the progression of sexual addiction
- To be familiar with typical sex addiction assessment tools
- To be familiar with relevant treatment approaches

Approach to Learning:
This course will emphasize participatory and collaborative learning. We will meet each week to discuss ideas, concepts, theories, and actions drawn from readings, guest speakers, case studies, group work, and audio/video material related to this issue.

A learner-centered collaborative approach will be used in class. Learners will also complete a major research paper on a specific sex and relationship addiction-approved topic. Based on that scholarly paper, learners will present their findings in a class presentation. Learners will present in groups of three, with each group sharing a common theme or issue.
Textbook and Assigned Readings:

- Selected weekly readings from the journal Sexual Addiction & Compulsivity and other sources. Note: most articles are available online.

Additional Readings:


**Sex and Relationship Addiction Weekly Activities and Reading Requirements:**

**Week 1 (Jan. 12)**

- Review of the course syllabus
- What are your goals and interests for this class?
- What fears or stigmas come with this phenomenon?
- Brief discussion of the addiction cycle

**Week 2 (Jan. 19)**

- The making of a sex addict
- Stages of recovery/competency-based treatment
- Explanation and discussion of Patrick Carnes’ TASK list in therapy
- Discussion of possible topics for your scholarly paper

**Readings:**

- Carnes: Chapters 1 & 2
Week 3 (Jan. 26)
- The addictive system/recovery system
- Sexual Dependency Inventory (SDI)
- Sex Addiction (DVD) ~ discussion to follow
- **Readings:**
  - Carnes: Chapter 3
- **ACTION:** In-class Test (10%)

Week 4 (Feb. 2)
- Sexual anorexia
- Sexual addiction and shame
- Belief systems
- Shame: by Claudia Black (DVD)
- **Readings:**
  - Carnes: Chapters 7 & 8

Week 5 (Feb. 9)
- The ten types of sex addicts
- Family and family of origin: sex and relationship addictions
- **Readings:**

Week 6 (Feb. 16)
- Assessment of sexual addiction
- The 12 Steps as a Grieving Process
- **Readings:**

Week 7 (March 2)
- **ACTION:** In-class Test (full class time) (25%)
Week 8 (March 9)
- Treatment of sexual addiction
- Arousal Template
- **Readings:**
  - [http://dx.doi.org/10.1080/10720160701719304](http://dx.doi.org/10.1080/10720160701719304)

Week 9 (March 16)
- Internet/cybersex addiction
- Relapse Prevention Technologies
- **Readings:**
  - Carnes: Chapters 9 & 10
  - [http://dx.doi.org/10.1080/10720160600870752](http://dx.doi.org/10.1080/10720160600870752)

Week 10 (March 23)
- Ethical issues for the Sex Addiction Therapist
- Sexual addiction in the workplace
  - Love addiction
  - DVD *Love Addiction* by Pia Mellody (53 minutes)
- **Readings:**
  - Carnes: Chapter 12
    - [http://dx.doi.org/10.1080/107201602317346638](http://dx.doi.org/10.1080/107201602317346638)
- **ACTION:** Due: Research Paper (20%)
- **ACTION:** In-class Test (10%)

Week 11 (March 30)
- **Student presentations**

Week 12 (April 6)
- A Transpersonal view of sexual addiction
- **Reading:** TBA

Week 13 (April 13)
- A Transpersonal view of sexual addiction
- **Reading:** TBA
- **ACTION:** In-class Test (10%)
Course Outline and Marking Scheme:

1. Lectures:
   You will be introduced to various aspects of sex and relationship addictive behaviours. Learners will be encouraged to discuss and debate issues during the lectures.

2. Guest Speakers:
   Guest speakers will be invited to share their experiences, expertise and insights related to central topics covered in this course.

3. Discussion of assigned readings:
   Learners will be assigned readings from the Carnes book and from the journal Sexual Addiction & Compulsivity and other possible sources. You will be expected to have read each of the assigned readings and to participate in class discussions and analysis of those readings. Your participation mark (10%) will be based largely on your participation in these discussions.

   **Issues to be considered during discussions:**
   a) How did this reading impact you personally and professionally?
   b) What aspect of this reading most surprised or concerned you?
   c) How does this reading align with theories already discussed in this class?
   d) What implications does this information have for your future practice?

4. Triad Learners Class Presentation: 10%
   Learners will present their research paper topics in groups of three. Your triad group will identify a major theme. Each triad member will focus on one aspect of the triad’s major theme.

   **Each triad group will present on their respective topic for about 20 minutes.**

   Note: Although you will be presenting in groups of three, you will be graded individually based on the depth and understanding of your research material and the quality of your presentation.

   **Key issues for each student’s presentation:**
   1. Introduction to the topic (why is this topic important to sex and relationship addiction).
   2. Describe unique features of this issue.
   3. Describe unique issues clients and practitioners may face with this issue.
   4. Describe potential implications/occurrence of addictive behaviours resulting from this issue (advantages and disadvantages).
   5. Describe treatment implications, treatment approaches and treatment concerns.

5. Research Paper – DUE: March 20 (25%)

   The research paper will provide learners with an opportunity to review a topic that has direct implications and relevance to sexual and relationship addiction. It is expected to be a scholarly, APA formatted, 11-point Arial font, 1.5-spaced and fully referenced paper. The body of the paper will be 3000 words in length, plus a professional title page and a reference page. The major triad topic of choice and each individual student’s specific aspect of the major topic must be emailed to the instructor steven.thibodeau@uleth.ca for approval by January 18.
Ideas for the research paper and learners’ class presentation could include sexual and relationship addiction as it relates to: pornography, sexual abuse, prostitution, loneliness, coping, trauma recovery, power and control, cybersex, family of origin, age groups, social norms, peer pressure, religious beliefs, treatment implications, group treatment, 12 step programs,

6. In-Class Tests: January 26 (10%) March 2 (25%), March 30 (10%) and April 13 (10%).
The tests will consist of multiple-choice, short answer and short essay-type questions drawn from all material covered to date including all assigned readings and learners class presentation. The second test will only cover material after March 6.

7. Class Participation (10%): Based on:
   - Attendance
   - Most importantly, Participation! (drawing on ideas and concepts discussed in class, drawn from assigned readings and other learning sources utilized in classroom)

<table>
<thead>
<tr>
<th>Evaluation of Learning - Assignment of Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>1. In-Class Test</td>
</tr>
<tr>
<td>2. In-Class Test (full class time)</td>
</tr>
<tr>
<td>3. In-Class Test</td>
</tr>
<tr>
<td>4. Research Paper</td>
</tr>
<tr>
<td>5. Students’ Class Presentation</td>
</tr>
<tr>
<td>6. In-Class Test (last day of class)</td>
</tr>
<tr>
<td>7. Class Participation</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Note: All submissions are required in both paper and email format <steven.thibodeau@uleth.ca>. In the subject area of the email please indicate the assignment that is being submitted.

Grading Guidelines:

Late penalty: As per Faculty of Health Sciences policy, a penalty of 5% per day late will be applied to assignments submitted late. Physician notes will be required for waiver of this penalty.

Important: See the University of Lethbridge policies on plagiarism and cheating as described in the current U of L calendar. I will adhere strictly to these policies.

Grading Breakdown:

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100%</td>
<td>C+</td>
<td>2.3</td>
<td>71-74.9%</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>91-94.9%</td>
<td>C</td>
<td>2.0</td>
<td>67-70.9%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>87-90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>83-86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59-62.9%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>79-82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55-58.9%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>75-78.9%</td>
<td>F</td>
<td>0</td>
<td>0-54.9%</td>
</tr>
</tbody>
</table>
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. Learners must be able to to submit both electronic and hard copy versions of their work upon request.

Accommodations for Learners 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 Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 http://www.uleth.ca/ross/counselling/index.html to set up an appointment. After registering with the Disabilities Resource 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.