



Morehead State University
College of Education
Department of Foundational and Graduate Studies
Programs in Counseling

EDGC 682 (3-0-3)
Counseling Issues in Sexuality
Wednesday, 09:40-12:30, 501 Ginger Hall

EDGC 682. Counseling Issues in Sexuality. (3-0-3); on demand.

Prerequisite: admission to the Rank I or Ed.S. program or consent of instructor.

Catalog Description: Comprehensive overview of existing beliefs and knowledge about human sexuality; the variety of its expression, common problems, and the changing sexual patterns of society. Course is directed toward professional school and agency counselors.

This course has been designed to provide advanced graduate students with fundamental information and clinical skills in the area of human sexuality. This course will focus on working with couples and families, with special emphasis on the role of intimacy and sexual relationships. There will be a contemporary examination of human sexuality in relational context covering sexual development, sexual expression, sexual inadequacy, and the assessment and treatment protocol for sexual dysfunction in heterosexual and homosexual relationships. A second purpose of this course involves self of the therapist work, which will include an examination of attitudes, beliefs, and understanding as it pertains to the student's own human sexuality and human intimacy.

Conceptual Framework Theme:

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

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Student Learner Outcomes

By the end of this course, each of the students will be able to:

1. Describe the role and function of individual assessment as a clinical skill;
2. Define appropriate, proper, and ethical situations requiring the use of individual assessment;

3. Evaluate commonly used instruments in light of validity and reliability standards to determine appropriate use in clinical settings;
4. Select, administer, score, and interpret individual assessment instruments commonly used in counseling;
5. Select a variety of non-standardized instruments for individual assessment;
6. Construct, select, and use non-test evaluation techniques for individual assessment.
7. Interpret the results of standardized psychometric instruments meaningfully;
8. Describe the advantages and limitations inherent with psychological and educational assessment.

Text: Owen, D., (2010). *Survival Manual for EDS 596*.

Recommended Text: Sax, G. (1989). *Principles of Educational and Psychological Measurement and Evaluation*. Belmont, California: Wadsworth Publishing.

Course Requirements: As an introductory course in individual assessment a great deal of material will be covered during the semester. A course schedule containing reading assignments is presented below and should serve as a guide for you during the semester. You are encouraged to thoroughly prepare before each class since your active and gainful participation will be expected. Each student will be responsible for completing a basic tutorial on the topic of plagiarism by going to the following web site, <https://www.indiana.edu/~istd/>, and completing the necessary components and shall submit a signed completion certificate no later than the 3rd class meeting.

The course will be conducted as a graduate seminar/lecture class with laboratory experiences scheduled to assist in the development of essential clinical skills in the selection, administration, scoring, and interpretation of individually administered instruments. This course has been designed as a clinical training class and students will be expected to participate in seminar presentations as well as demonstration and simulated test administrations. In addition to participation in laboratory demonstrations, each student will successfully complete three examinations designed to assess mastery of fundamental course material. Each student will be expected to critically evaluate a common psycho/educational instrument, prepare a formal written evaluation of the instrument and present the findings (with appropriate demonstrations) to the class. Finally, each student will be expected to construct a psycho-educational instrument and demonstrate the administration, scoring, and interpretation to the class.

Course Evaluation: The course evaluation will be based upon the following components:

Quiz #1	20%
Quiz #2	20%
Quiz #3	20%
Written/Oral Critique	20%
Instrument Project	<u>20%</u>
Total	100%

Final grades will be determined by transforming total raw scores into Z-Scores which will be assigned letter grades according to the following scheme:

$Z > 0.5$	A	$Z = -2.0$ to -1.0	C
$Z = -1.0$ to $+0.5$	B	$Z = -3.0$ to -2.0	D

Class Attendance Policy: As graduate students it will be your responsibility to attend and participate in this class. Role will not be taken but the lectures and class experiences have been designed to assist you in the master of the course material. It is strongly suggested that you make every attempt to attend class since missed classes can make passing the required examinations very difficult, indeed. Attendance will be considered mandatory on the dates of scheduled examinations. Make up examinations will be offered at the option of the professor and only in those cases where sufficient justification exists.

ADA Statement: *This course will be conducted in compliance with the Americans with Disabilities Act (ADA). All qualified students enrolled in this course are entitled to "reasonable accommodations". It is the student's responsibility to inform the instructor of any special needs or accommodations by the second class meeting.*

**EDGC 682 Counseling Issues in Sexuality
Fall Semester 2010
Tentative Class Schedule**

Week	Topic	Unit
1	Course Introduction	**
2	Fundamentals of Psycho-Educational Assessment	1
3	Legal, Social, and Ethical Issues in Testing	2
4	Fundamentals of Test Construction	3
5	Fundamentals of Inventory Construction	4
6	Quiz #1	
7	Analysis of Assessment Data #1 Vocational Self-Assessment Inventory	5
8	Analysis of Assessment Data #2	5
9	Reliability/Validity	6
10	Quiz #2	**
11	Principles of Intellectual Assessment	7
12	Principles of Personality Assessment MBTI	8
13	Introduction to Vocational Preference Assessment	9
14	Instrument Presentations. Vocational Maturity Scale	**
15	Final Exam	**

Save the whales.....collect the whole set.