Course Description
This course is designed to meet the requirements for the contact hour courses outlined by the Board of Behavioral Science Examiners. Topics to be discussed and expounded include: (1) Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction; (2) Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics; (3) Child abuse assessment and reporting; (4) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging; and cover reporting and treatment of abuse.

Pre-Requisites
Enrollment in the LPCC Program in the Department of Child & Family Development and permission of the department.

Learning Objectives
By the end of this course, students will be able to:
• Define child abuse and neglect and describe the most common types of child abuse
• Identify risk factors associated with child abuse and neglect and distinguish cultural health practices and conditions that may be confused with abuse
• Identify who is a mandated reporter and discuss the responsibilities of reporting child maltreatment.
• Distinguish the different types of spousal/partner violence
• Identify the cycle of violence in domestic abuse
• Describe different intervention strategies for working with spousal/partner abuse
• Identify the biological, social, cognitive and psychological aspects of aging
• Identify psychological issues related to long term care
• Identify who is a mandated reporter of elder and dependent adult abuse and discuss the responsibilities of reporting
• Discuss the treatment of elder abuse and distinguish clinical issues related to treatment of elder adults
• Identify the stages of sexual development and increase familiarity with sexual disorders
• Increase familiarity with the psychological, social, and cultural variables associated with sexual behavior
• Distinguish among specific social, institutional, legal, family, and health concerns for gay, lesbians, bisexuals, and transgendered people.
• Learn about the treatment of sexual dysfunction

Alignment of Student Learning Objectives with State and National Standards:
The learning objectives of this course were developed in accordance with Board of Behavioral Sciences, Statutes and Regulations relating to the practice of Professional Clinical Counseling (LPCC)

Visit the following Websites for a detailed listing of LPCC Statutes and Regulations: http://www.bbs.ca.gov/
Teaching Methods or Teaching Philosophy
This course is organized as a series of seminars in four separate topic areas as outlined in the course description. There will be a combination of lecture, group discussion, multimedia presentations, and guest speakers.

Tentative Course Schedule: TBA

Text and Resources: TBA

Resources to be posted in Blackboard (https://blackboard.sdsu.edu/)

Board of Behavioral Sciences Statutes and Regulations relating to the practice of Professional Clinical Counseling. Additional information can be found at: http://www.bbs.ca.gov/

Grading
This class is pass/fail. A passing grade will be based on attendance, participation, conduct, demonstrated knowledge in relevant areas of study, and four written assignments to be discussed further in class.

Academic Honor
Unless specifically instructed otherwise, all assignments are to be completed by you alone. Representing the ideas and/or words of another person as your own constitutes plagiarism and is a violation of the Academic Honor Code. Proper citations are required when using another person’s words, thoughts, or ideas. Should you have any questions regarding the proper use of citations, please speak to me prior to submitting your work.

Student Work Samples
Samples of your work may be selected by the instructor to be kept on file for later evaluative purposes from higher accreditation institutions.

Student Disability Services
Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Disability Services office may be consulted to discuss appropriate implementation of any accommodation requested.

Student Disability Services (SDS) is the campus office responsible for determining and providing appropriate academic accommodations for students with disabilities. Support services are available to students with certified visual limitations, hearing and communication impairments, learning disabilities, mobility, and other functional limitations at Student Disability Services (http://www.sa.sdsu.edu/sds/)

Student Computer Help (http://www.rohan.sdsu.edu/~students/stylesheet.cgi?main.htm)
Students that require help with their computers can access support through the SDSU web site. You can select the computer help page appropriate for you, whether you're an undergraduate studying science or a graduate student in education.