

2011—2013

THE INSTITUTE FOR
ADVANCED STUDY
OF HUMAN SEXUALITY

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TABLE OF CONTENTS

Introduction 5

The Institute 6

History of the Institute..... 8

Degrees.....14

Certificates.....16

Curriculum and Instruction.....18

Financial Costs and Policies.....21

Application Procedure.....25

Courses26

Faculty and Administration.....32

Distinguished Lecturers33

Graduates.....34

Dissertations37

Approval and Accreditation.....41

Expectations41

Directory.....43

INTRODUCTION

The Institute for Advanced Study of Human Sexuality is committed to the development of sexology. Sexology is the scholarly study of sexual behavior in all of its aspects. By definition, a sexologist is a person with expert knowledge in sexual science who devotes him/herself to its objective observations which are logically consistent.

Although attempts at a rational and systematic investigation of sex have a long history dating back at least to the ancient Greeks, sexology in the modern, specific sense is usually said to be about one hundred years old. It grew out of 19th century historical, sociological economic, anthropological, and especially medical research (Kaan, Westphal, Mantegazza, Krafft-Ebbing, Schrenck-Notzing, Havelock Ellis), but was developed and formally established in our century by Iwan Bloch as a distinct new science under the name Sexualwissenschaft (i.e., sexual science or sexology).

During the 1st part of the 20th Century, sexological studies were generally placed in the area of finding cures for pathological situations, matters of enforcement of conduct through legal and theological controls, and endless political turf wars between political and theological belief systems claiming to have the right to control other persons lives. But in the middle of the century, Alfred Kinsey and his associates, along with the humanistic psychology movement changed the focus to the study of what people did sexually and how they felt about what they did sexually. By the last of the 20th century, the Information Age said loudly and clearly that people wanted to know about sex and that what was lacking were skills and reasons for management of sexuality. In other words the focus became of the meaning and pleasures of sexuality. Now there was a need for experts and resource centers for the training of experts. Departments of Sexology were developed in a number of Universities and the first graduate school granting legal degrees was established in San Francisco as The Institute for Advanced Study of Human Sexuality.

THE INSTITUTE

The Institute for Advanced Study of Human Sexuality offers five graduate degree programs for persons wishing professional training in sexology. These programs are designed specifically for persons who intend to make the field of sexology and erotology a major focus in their professional careers.



TED McIIVENNA
M.Div., Ph.D., DACS, ABS
President

Under the Institute's programs it is possible for students to continue their professional education without leaving their present employment. A minimum of two or three weeks per trimester is required to be spent at the Institute. Experience indicates that for the majority of students the more time they spend in residence the better they progress. Reading, watching video courses, writing papers and similar work required during the trimester may be done in private study at home. Because sexology has emerged as a separate academic and professional field in this country only in the last fifty years, students admitted to the Institute will bring with them backgrounds widely different in experience and training. This requires that the process of acceptance into the program and the evaluation of work already completed be as comprehensive as possible. It is not the wish of the Institute for persons to duplicate work already completed. Therefore, the Institute will give a limited amount of credit for previous academic work and professional experience in the field of sexology.

The Institute restricts its programs to the field of sexology and erotology.

STUDENTS

The Institute's students come from all over the world, creating a multilingual, multicultural mix which in itself is a learning experience. Most students already have graduate training when they enter the Institute, and many are involved professionally in the field of sexology or related helping professions. Current students include teachers, ministers, writers, physicians, social workers, nurses, psychologists, actors, film producers, retailers, and others. They range in age from the early twenties to the mid-sixties. As in many other emerging fields of study, 70 percent of our students are women.

Graduates of the Institute are located throughout the world. They are teachers in high schools, colleges and medical schools. Many are in private practice as therapists, while others combine therapy with teaching and workshops. Some graduates have continued in their previous professions, as clergy, social workers, researchers, psychiatrists and physicians, but now do specialized work in sexology. Some have found a place in the commercial world as writers, filmmakers and in the media.

LOCATION

The main campus of the Institute is located in San Francisco, a city alive with a variety of resources. It is a place where a unique blend of persons from formal academic backgrounds, the humanistic psychology movement, and the holistic health movement come together.

INSTITUTE FACILITIES

The physical facilities of the Institute are an appropriate training and resource center for the study of human sexuality. A large classroom with the latest media and environmental accoutrements provides for all types of programs. The Institute further offers print, film, and media libraries; media viewing areas; physical therapy facilities; administrative and faculty offices; smaller classrooms, etc., providing all necessary instructional space. The Common Room serves as a socializing space for students, faculty and staff. In addition, the facility has all of the latest equipment, including access to video cameras and a system comparable to a commercial television studio. The Erotic Heritage Museum in Las Vegas and its newly established Research Center for the Erotic Arts is an extension of the world's finest collection of erotological materials for Institute Students.

LIBRARY

The Institute's Library System is made up of 8 major libraries, 8 specialty libraries and numerous collections. The major libraries are The Lyle Stuart Sex Science Library, the Harry Mohny Arts and Sciences Library, the Clark Taylor Memorial Library, the Wardell B. Pomeroy Lecture Library, the Fithian Library, the Aphrodite Erotic Art Library, and the Erotological Library of Fine Art and Literature.

There are many specialty libraries and collections consisting of the:

- Laird Sutton Film Production Library
- THE Great DeRENZY Photography and Film Library
- Jack Spund Library of Hollywood Memorabilia
- David C. Whitney collection
- Tim Connelly Sex Industry Library
- William Meagher Collection
- Dr. Richard L. Bennett, Dr. Thomas Erwin Gertz & Akron Forum Collection
- And the Alternative Lifestyle Library made up of many smaller collections.



GERALD ZIENTARA
Ph.D. Librarian

HISTORY OF THE INSTITUTE

The Institute for Advanced Study of Human Sexuality was formally incorporated as a private non-sectarian graduate school on June 8, 1976. On August 13, 1976, the State of California qualified the Institute to grant graduate degrees in the field of human sexuality. The first class of students began work on October 1, 1976. About one year later, following evaluation by a committee on postsecondary educational standards appointed by the State of California, the Institute received approval of the following degrees by the Superintendent of Public Instruction of the California State Department of Education under California Education Code Section 94310(b): Master of Human Sexuality (M.H.S.), Doctor of Arts in Human Sexuality (D.A.), Doctor of Human Sexuality (D.H.S.) and Doctor of Philosophy (Ph.D.). In June 1981, after an on-site visit, the degrees were reapproved, and the Doctor of Arts degree was changed to a Doctor of Education in Human Sexuality (Ed.D.) degree. In 2002, the Institute received approval for the Master of Public Health in Human Sexuality (M.P.H.) degree.

In June 1982, The Institute was granted full accreditation status by the National Association of Private Nontraditional Schools and Colleges (NAPNSC). In 1987, the Institute was granted full institutional approval by the State of California.

For an understanding of the Institute, it is important to look at its early beginnings and development.

In 1962, the United Methodist Church, in cooperation with the United Church of Christ, the United Presbyterian Church, the American Baptist Church and the Southern Presbyterian Church, commissioned a study of the nature and needs of persons in early adulthood. Four cities were chosen to field the study, and The Rev. Ted McIlvenna, a United Methodist minister with considerable social research background, was chosen to direct the San Francisco arm of the project. The issue of sexual identity, especially homo-sexuality, was a primary area of the project's research. The main conclusion of the findings was that one cannot understand homosexuality without understanding human sexuality. Further consultations were held at the Institute for Sex Research in Bloomington, Indiana; at the headquarters of the United Methodist Church in Nashville, Tennessee; at the National Institutes of Mental Health in Washington, D.C.; and in London, England, with representatives from the Dutch Ministry of Culture, World Council of Churches, the British Department of Health, a representative from the Vatican, a Bishop of the Church of England, a representative of the French Ministry of Health and five delegates from the United States. At the London meeting, it was decided that persons in the helping professions were woefully lacking in knowledge about human sexuality and that a center specifically designed for training professionals should be initiated.

In the spring of 1967, a meeting was held at the Institute for Sex Research in Bloomington, which included representatives from the original sponsoring church bodies, the National Institutes of Mental Health, the Glide Foundation (an operating foundation) and four other funding foundations. It was concluded that the Glide Foundation in San Francisco would be the home of the National Sex Forum (NSF). The Forum would have as its main tasks the study of what helping professionals needed to know about human sexuality and the development of effective educational methodologies and design of innovative training materials. The National Sex Forum began officially in October 1968, as part of the Glide Urban Center.

By the end of the first year, it was obvious that most professionals needed specific training in human sexuality, that there was a lack of educational material and that the available information had not been organized in any specific way. In October 1969, a team of twelve persons committed themselves to the formal study of sexology. Each of these persons brought to this study a unique background and each chose a specialty in addition to general sexological study. This group consisted of two clergy, three physicians, three therapists, one child psychologist and three sex educators. Of this group, nine persons finished their committed study by 1974, and six of these nine became the core faculty of the Institute. In 1975, the political and economic pressures of the church relationship became so severe that NSF sponsorship was transferred to the Exodus Trust, a California non-profit trust which has as its sole and exclusive purpose to perform educational, scientific and literary functions relating to sexual, emotional, mental and physical health.

The Forum is perhaps best known for developing the Sexual Attitude Restructuring (SAR) Process, a revolutionary method for educating adults about what people do sexually and how they feel about it. Although the SAR Process has been misunderstood and misused by untrained imitators, it has proven very effective when used by competent sexologists. The Forum also is the largest supplier of professional educational material dealing specifically with human sexual behavior. These films, slides, audio and videotapes are used by more than 8,000 professionals and institutions throughout the world.

It is important to mention that during the years from 1969 to 1973, the National Sex Forum and the sexological study team worked closely with the University of Minnesota Medical School Program in Human Sexuality, directed by Richard Chilgren, M.D., and the University of California Medical School Program in Human Sexuality, directed by Herbert Vandervoort, M.D. By the beginning of 1974, it became obvious to the NSF staff and the sexological study team that there needed to be an interdisciplinary institute for the education and training of sexologists. In order to ensure academic freedom, it was imperative that the proposed institute be free-standing and not under the control of an outside board of directors.

Four tasks were assigned to the sexological study team. Ted McIlvenna was assigned the task of moving the National Sex Forum and the "future" Institute into a new structure. Herb Vandervoort was given the task of the academic organization of work completed by the sexological study team. Laird Sutton was assigned to build the graphic resource library, and Marguerite Rubenstein, Loretta Haroian and Phyllis Lyon accepted the challenge of defining the professional training requirements in the emerging field of sexology. All of these tasks were completed and became the foundation upon which the Institute was built. The planning group then identified the steps of the second phase: a facility, which was acquired; a library, which was developed; and a faculty, which was expanded to include the dean of American sexologists, Wardell B. Pomeroy, Ph.D., and a leading sexological historian, Erwin Haeberle, Ph.D., as resident faculty. In addition, the Rev. Lewis E. Durham, former head of the Glide Foundation and expert on alternate lifestyles, became the Dean of Students. The Institute also contracted for the part-time services of other leading experts.

The gathering of expertise in dispersion was the final task of the second phase. Three times each year, the Institute invites ten experts who have contributed to the emerging field of sexology. These experts are asked to lecture and document on videotape their contribution. These lectures are now the best

oral history of contemporary sexology available. In addition, another 8,000 hours of materials have been gathered to supplement the basic core curriculum. The last developmental task was to seek out and find the structure and a board that could actively support and protect the objectives of the Institute. The structure that was created had to withstand the changes of the political climate and maintain absolute academic freedom and independence.

THE MISSION OF THE INSTITUTE

The mission of the Institute for Advanced Study of Human Sexuality is to provide a graduate course of study for those persons considering and preparing for careers in human sexuality or already working in the field and in so doing, to make a significant contribution to the quality of professional work in the field. The mission requires the maintenance of archives, resource centers and research facilities dealing with primary sexological and erotological material not available elsewhere and a commitment to the highest scientific, academic and ethical standards by administrators, faculty and students.

PURPOSES AND GOALS

1. The Institute is dedicated to a determined and objective evaluation of its various functions by inside and outside evaluations.
2. The Institute is dedicated to the recruitment and screening of serious and capable persons who have expertise to share or the desire to learn about academic sexology.

3. The Institute is dedicated to provide a graduate course of study leading to two masters and three doctoral degrees in human sexuality that are on the same or higher level of graduate degrees in other fields.
4. The Institute is dedicated to provide students with a full range of research methodologies and skills so that they are prepared to work in their own field as well as work with other persons in allied fields who are working in sexological problem solving.
5. The Institute is dedicated to help students learn the how, why and where sexology impacts on the sexological and the non-sexological aspects of people's lives in their own and other cultures.
6. The Institute is dedicated to help students learn the how, why and where sexology impacts in the fields of history, law, anthropology, sociology, education, psychology, art and the various erotological expressions in the marketplace.
7. The Institute is dedicated to serve a worldwide community of school researchers, students, politicians, and artists by providing a center of expertise which will help them develop the several skills and strategy needed in the struggle to alleviate sexual ignorance, mindless sexual intolerance, sexual intolerance religiously or politically reinforced, political and academic hypocrisy and the remedial sexological expertise that will lead to intellectual honesty and human dignity.
8. The Institute is dedicated to provide the opportunity for all degree students to participate in a thirty-year Basic Research Project which provides the basic behavioral information about what people are doing sexually but also provides an opportunity for each Institute student to become the leading expert on the sex profiles of an affinity group of people and helps the student learn those research skills that they will need in preparing their

graduate thesis, project or dissertation. This participation continues to be a primary cause of continued dedication to learning and research in the field for those who have participated.

9. The Institute is dedicated to provide each student an opportunity to build a portfolio-file that can be constantly evaluated by the faculty and the student. All work done in the field of human sexuality by a student must be kept in their file and duly evaluated by a faculty member including all seminars, workshops, reading, viewing, writing, teaching, participating and creating. In addition, students are required to provide book reports, annotated bibliographies, reports of lectures on video, reports on viewed media, practicum reports, a basic research project, reports on all Pomeroy Lecture Series, and finally two comprehensive exams (one written and one oral) before admittance to the dissertation or project phase of their study. In addition, there must be approval of a project and dissertation proposals and defense of those requirements including unanimous approval of all committee members.

Clinical track persons must have a separate battery of tests to show that they have clinical knowledge and skills.

10. The Institute is dedicated to provide students the opportunity to learn about and use the latest basic informational management technologies. From the stance of expertise and not simply advocacy, students are provided the frameworks and methods to evaluate the political, cultural and economic determinism related to sexual issues that are used by special interest groups to control and manipulate people for other than humanistic reasons. By having primary material and historical and current editorial comment, the actual struggle between free expression and social responsibility can be seen.
11. The Institute is dedicated to the furtherance of sexual health for all people. Sexual health care has always been available for the rich, the famous, the heroes of entertainment and the powerful in most societies and strategies must be examined that provide sexual health care benefits which include preventive, therapeutic and rehabilitative services. Since sexology is a small

field it is obvious that much primary care and service must be provided through allied health care providers and institutions and so students must learn the strategies of sharing the mission of the Institute with others.

12. The Institute is dedicated to the belief that sexual rights are basic human rights and it is appropriate to help students understand that many people have been hurt, falsely imprisoned, harassed and persecuted because of laws and misinformation about the role and place of sexuality and its many expressions by individuals in our society. The sexual artifacts created in the last two hundred years are mostly gone or hidden. Not a single university library in the United States has an acceptable erotology library for scholarly research except the Institute. Helping the criminal justice system to be more humane and responsible and at the same time providing the understanding and skill necessary to bring about restoration, reconciliation and sexual health for victims and offenders is part of specialized sexological education.

GENERAL OBJECTIVES

To provide a faculty of persons who are both academically trained and professionally competent in the field of human sexuality.

- To provide the means whereby people working in the area of human sexuality may receive additional academic and professional training and recognition for quality work and where they, as students in the field, may assist each other in increasing their competence and effectiveness.
- To provide suitable resource materials consisting of a large library of films, slides, tapes and videotapes; a research and basic source library of books, publications and original research; and physical facilities for counseling, classroom work, and media development and viewing.
- To provide courses, seminars, supervised practica in counseling and educational methods, supervised research, guided study, training in media development and use.
- To provide academic guidance to projects and dissertations of candidates that will make contributions to the understanding of human sexuality.

- To create materials.
- To create and evaluate new educational methodologies.
- To develop and maintain access to institutions, networks, and individuals. To integrate information systems with allied professions and, from a centralized sexological standpoint, gather the data on sex, which are spread through the fields of history, art, literature philosophy, the social sciences, religion, law and law enforcement, medicine, and through the quantity of materials in the contemporary marketplace served by modern media and technology.
- To create an archive of historical and contemporary sexological material and to sort, catalog and preserve it for the future.
- Through video and audio recording, to record: 1. The history of our own Institute. 2. The contemporary history of our field. These recordings include formal, scientific presentations and autobiographical and anecdotal material by important contributors to sexology.
- To create an environment for the objective study

of human sexuality— independent of outside interference. To provide protection to people and materials in the field of sexology.

The Exodus Trust is a non-profit California Trust that has as its sole and exclusive purpose to perform educational, scientific and literary functions relating to sexual, emotional, mental and physical health. The Exodus Trust owns 100% of the stock of the Institute and guarantees protection against outside interference. Like all graduate institutions, subsidy is needed to assure a high quality of education. Two funds have been set up to receive charitable contributions. These funds are: The Exodus Trust General Support Fund, and The Scholarship Fund.

BASIC SEXUAL RIGHTS

The ethical guidelines for the Institute are based on the belief that sexual rights are human rights.

1. The freedom of any sexual thought, fantasy or desire.
2. The right to sexual entertainment, freely available in the marketplace, including sexually explicit materials dealing with the full range of sexual behavior.

3. The right not to be exposed to sexual material or behavior.
4. The right to sexual self-determination.
5. The right to seek out and engage in consensual sexual activity.
6. The right to engage in sexual acts or activities of any kind whatsoever, providing they do not involve noncon-sensual acts, violence, constraint, coercion or fraud.
7. The right to be free of persecution, condemnation, discrimination, or societal intervention in private sexual behavior.
8. The recognition by society that every person, partnered or unpartnered, has the right to the pursuit of a satisfying consensual sociosexual life free from political, legal or religious interference and that there need to be mechanisms in society where the opportunities of sociosexual activities are available to the following: disabled persons; chronically ill persons; those incarcerated in prisons, hospitals or institutions; those disadvantaged because of age, lack of physical attractiveness, or lack of social skills; the poor and the lonely.
9. The basic right of all persons who are sexually dysfunctional to have available nonjudgmental sexual health care.
10. The right to control conception.

PROFESSIONAL AND ACADEMIC DEGREES

THE PROFESSIONAL DEGREES

The Institute offers three professional degrees for sexological professionals.

MASTER OF HUMAN SEXUALITY

The Master of Human Sexuality degree is especially designed for persons who have not previously had an opportunity to pursue graduate level studies. It is a step toward professional qualification in the field of human sexuality and may be sufficient in many situations, such as teaching about human sexuality in public schools. The Master's degree requires academic proficiency and demonstrable professional skills.

The requirements for this degree are:

1. Acceptance by the Admissions Committee after evidence is shown that the student is capable of work on the graduate level.
2. Completion of two trimesters of acceptable graduate study plus one trimester for the preparation of a Master's thesis or project (36 units including thesis/project trimester).
3. Passing a written Comprehensive Examination.
4. Satisfactory completion of a Master's thesis or project.

MASTER OF PUBLIC HEALTH IN HUMAN SEXUALITY

The Master of Public Health is designed for persons in the helping profession who wish to add sexological expertise to their existing skill base.

The requirements for this degree are:

1. Acceptance by the Admissions Committee after evidence is shown that the student is capable of work on the graduate level.
2. Completion of the Associate in Sex Education Certificate, the Clinical Sexology Certificate and the Erotology Certificate.
3. Completion of courses in Public Administration and Epidemiology.
4. Satisfactory completion of the SAR #311, STI #350, or a Master's project.

DOCTOR OF HUMAN SEXUALITY

The Doctor of Human Sexuality is a degree requiring a background in therapy or counseling, or an allied sexological, erotological or health field as a prerequisite to admission.

Candidates for this degree must meet the following requirements:

1. Acceptance by the Admissions Committee after evidence is shown that the student is capable of doctoral-level professional work in human sexuality.
2. Completion of four trimesters of acceptable graduate work. A maximum of one trimester credit may be given for previous graduate work.
3. Completion of a Basic Research Project.
4. Passing the Comprehensive Examination.

THE ACADEMIC DEGREES

The Institute offers two academic degrees for sexological professionals who choose teaching or research as their main focus. Only persons who have completed one of the Institute's professional degrees or completed three professional certificates will be advanced into the academic degree candidacy.

DOCTOR OF EDUCATION

The Doctor of Education offers a broad background in the field of human sexuality for those who wish to become educators and/or generalists in the field. The Ed.D. has particular relevance for those who may teach courses, design educational training programs for special populations, or utilize writing, filmmaking or other communication media as their form of service in human sexuality. It is a degree requiring both academic and professional skills.

The requirements are:

1. Acceptance by the Admissions Committee after evidence is shown that the student is capable of mature scholarship and creativity.

2. Completion of five trimesters of acceptable graduate study including one trimester for the preparation of a doctoral project (60 units). A maximum of one trimester credit may be given for previous graduate work.
3. Completion of a Basic Research Project.
4. Admission into degree candidacy after passing the written and oral Comprehensive Examination
5. Satisfactory completion of a project which is a significant contribution to the field of sexology.

DOCTOR OF PHILOSOPHY

This degree follows the tradition of stressing new knowledge and scientific inquiry.

The Doctor of Philosophy degree will be awarded to students who meet the following requirements:

1. Acceptance by the Admissions Committee after evidence is shown that the student is capable of originality of thought and excellence of scholarship.

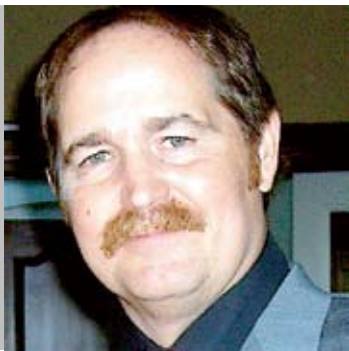
2. Demonstrate proficiency in research methodology.
3. Completion of five trimesters of acceptable graduate study (60 trimester units) including one trimester for preparation of the dissertation. A maximum of one trimester credit may be given for previous graduate work.
4. Completion of a Basic Research Project.
5. Admission into degree candidacy after passing the written and oral Comprehensive Examination covering the entire field of sexology.
6. Presentation of a dissertation demonstrating analytical treatment, original and independent investigation of a subject in the field of sexology.

CERTIFICATES

Students must apply to and be accepted by the Institute to take most certificate courses.

ASSOCIATE IN SEX EDUCATION CERTIFICATE

This certificate prepares professionals to answer sexual questions and provide relevant sex education to their respective clientele. The required 150 hours of credit will focus on sex education media, the history of sexology, and developmental sexology throughout the life span. It will include courses on DVD and textbooks which the student will keep for further use, and a comprehensive work book of monographs, the SAR Guide for a Better Sex Life, personal exercises, and self-testing forms. Tuition is \$3,750, plus a \$100 application fee. **STUDENTS RECEIVE ALL PRINTED MATERIALS AND DVDS AT THE TIME OF ENROLLMENT, THEREFORE THERE WILL BE NO REFUNDS ISSUED.**



RAND McIIVENNA
D.H.S., ACS Media Director

CLINICAL SEXOLOGY CERTIFICATE

This certificate is awarded upon completion of the Associate in Sex Education and 150 additional hours of study in the following program areas: socio-cultural implications of sexology; sexual anatomy and physiology; health perspectives; sexual dysfunctions; legal/ethical issues; erotology. Attendance at a one-week Wardell B. Pomeroy Basic Lecture Series or an eight-day Sexual Attitude Restructuring (SAR) program in June or two weekend courses at the Institute is a requirement. All texts and DVDs will be retained by the student. Tuition is \$3750 or \$7,150.00, plus a \$100 application fee for preregistration in both courses. **STUDENTS RECEIVE ALL PRINTED MATERIALS AND DVDS AT THE TIME OF ENROLLMENT, THEREFORE THERE WILL BE NO REFUNDS ISSUED.**

SEXOLOGICAL INSTRUCTOR/ADVISOR OF AIDS/STI PREVENTION CERTIFICATE

The purpose of this State approved certificate is to upgrade the skills of those working in AIDS or other STI prevention programs who presently lack advanced formal training in sexology and to prepare those planning to enter the field of AIDS/STI prevention with sex education and therapy skills presently unavailable at other institutions of higher learning. This is the only professional sexologically-oriented AIDS/STI prevention credential available at this time.

The credential requires 20 hours of "at home" preparation, successful completion of Course #350 STI's: A Sexological Health Perspective, a 5-day, 3 unit practicum, and Course #311 SAR or equivalent. This program will provide basic information about the divergent sexual lifestyles and special sexual problems AIDS educators encounter daily; help participants develop an effective sexual comfort level; teach participants the relevant sexological theory and practical strategies for AIDS prevention work; address the symptoms of STIs with differential diagnosis and treatment modalities; and give participants extensive direct practical experience using sexological techniques, teaching strategies and explicit materials for AIDS/STI prevention. Cost of this program is \$3,750 plus a \$100 application fee and includes the books **SEXUAL STRATEGIES FOR PLEASURE AND SAFETY** and the **SARGUIDE FOR A BETTER SEX LIFE**.

EROTOLOGY CERTIFICATE

One trimester of graduate study in Erotology. 15 trimester units (500 contact hours). This is a survey course of the history of our erotic heritage of the 20th Century. The materials for this course are provided to each participant, and are drawn from the 15 libraries of the Exodus Trust Archives of Erotology. Workbooks, text, DVDs, and/or audiotapes are provided for each student to develop their own library.

Students keep all materials provided to them. A project report is required. Tuition is \$7,150.00 plus a \$100 application fee. **STUDENTS RECEIVE ALL PRINTED MATERIALS AND DVDS AT THE TIME OF ENROLLMENT, THEREFORE THERE WILL BE NO REFUNDS ISSUED.**

SEXOLOGICAL BODYWORK CERTIFICATE

This training provides direct experiential learning opportunities that emphasize embodiment. Participants use touch, breath, and movement to become familiar with, articulate about, and competent in the uses of profound ecstatic and erotic states. This course allows practitioners to bring new levels of creativity and insight from their own direct experience to their clients and students as well as to the entire field of sexology. This course was specifically designed for men and women certified in bodywork or related somatic fields. Students who are not enrolled in a degree program at the Institute, must possess more than a beginner's competence in massage and must interview with the Instructor.

This training is a half-trimester, 150-hour course. Students participate in six weeks of

online home study before attending 100 classroom hours in a two-week intensive format. Tuition for the Sexological Bodywork Certificate Program is \$3,750.00 plus a \$100 application fee. **THERE WILL BE NO REFUNDS ISSUED UPON REGISTRATION TO THE ONLINE ACCESS.**

PROFESSIONAL SEXOLOGICAL MANAGEMENT

The mission of this course of study is to provide for the person training to be a professional Sexologist the basic principles and skills of Sexological Management.

It is the belief of the Institute that persons who teach, counsel, or give advice must have expanded knowledge about what people do sexually and how they feel about what they do, and above all, they must have the skills to help people understand and manage the many varied sexual lifestyles.

The Institute offers two primary directions: One is Clinical Sexual Management, and the other is Historical Erotological Management. Persons wishing this certificate must have either a Clinical Sexology Certificate or an Erotology Certificate from the Institute. Requirements will include 1 trimester of graduate study, which means 15

trimester units (500 contact hours). The Sexological Management Certification trimester may be used as credit for Institute degrees. Professional certification is available through the American College of Sexologists. Clinical supervision opportunities will be available or directed work-study opportunities will be provided at the Museum and library facilities where historical and erotological materials are available. **Tuition is payable in US dollars, with a check drawn on a U.S. bank, by international money order or credit card.**

The Institute offers a variety of courses open to the general public. For more information write to: Continuing Education Courses, The Institute for Advanced Study of Human Sexuality, 1523 Franklin Street, San Francisco, CA 94109, or call 415.928.1133.

CURRICULUM AND INSTRUCTION

The year at the Institute consists of three trimesters of four months each, beginning October 1, February 1, and June 1. During the first trimester, each student meets with an assigned faculty member to work out a Memorandum of Understanding. The Memo is not a contract but an agreement that serves as a guideline for the student's academic program at the Institute. In order to facilitate the entry of new students into the Institute, a half-day orientation session is held at the beginning of each trimester and handbooks are distributed which explain resources, Institute policies, etc.



LORETTA ZEMAITIS

D.H.S., ACS

Director of Student Services

Students can expect to spend 1 - 4 weeks per trimester at the Institute in order to fulfill practica and lecture requirements. Some courses are available on DVD which can be sent to students at home by special arrangement.

The Institute uses the Comprehensive Examinations as a primary source of knowledge rather than just the accumulation of units. However, each full-time degree student is expected to complete at least 12 units of work each trimester. One unit/credit is the equivalent of approximately 15 classroom hours, or one semester hour and represents, for the average student, 45 hours, including work performed off campus.

All papers, projects and reports are due in the Registrar's office by the last day of each trimester. All grades at the Institute are either "pass," "fail," "no credit," or "incomplete." Degrees and certificates are awarded upon completion of all requirements and graduation ceremonies are held as needed.

The Institute for Advanced Study of Human Sexuality believes that an interdisciplinary, functional approach to human sexuality is necessary. Following are the required parts of the curriculum required for various degree and professional certificates:

1. THE WARDELL B. POMEROY LECTURE SERIES #100

The lecture series is offered three times a year, once each trimester and consists of 30 hours of general lectures covering the core areas in the field of human sexuality. Time for individual consultation with faculty and guest lecturers presenting each Wardell B. Pomeroy Lecture Series will be available during the series. All lectures are recorded and a copy is placed in our library. This affords students an opportunity to view past lectures as well as to refresh their memories about current issues.

Each lecture in the series is designed to help the student prepare for the Comprehensive Examinations by providing a takeoff point for further study. Each series during the year is different and is designed to give students basic and advanced information, including lists of books, media and other available resources, on the topic under discussion. In some cases, the information given in the lecture will be all the student needs; in other cases, additional courses and study will be necessary.

Credit for the Pomeroy Lecture Series will not be given until all book reports and annotated bibliographies are completed and accepted for the specific degree tract.

2. PRACTICA

Practica (courses in practical theory) are required for all degree students. These courses are the result of 22 years of careful testing and evaluation on how to help people learn about and understand their own sexuality and the sexuality of others in the shortest possible time. The educational methodology used in these courses is only possible because of the unique media resources available at the Institute.

3. BOOK REPORTS, ANNOTATED BIBLIOGRAPHIES AND DVD REVIEWS

All degree students are required to write 4 book reports from the following 5 books:

The Sex Researchers by Edward Brecher

Sexual Behavior In

The Human Male by Alfred Kinsey

Sexual Behavior In

The Human Female by Alfred Kinsey

What Wild Ecstasy: The Rise and Fall of the Sexual Revolution by John Heidenry

Treatment Of Sexual Dysfunction by William Hartman and Marilyn Fithian

In addition, Master's Degree students must do 24 and Ph.D., Ed.D. and D.H.S. students must do 36 annotated bibliographies

or media reviews before the Comprehensive Examinations can be taken.

To become a qualified sexologist, a considerable understanding of the field is necessary. This includes history, theory, research, therapy, education, anatomy and physiology, religion, anthropology, sociology, psychology, law, art (to name only some of the important areas). The reviews and papers not only serve as a study aid but also tell the Institute when students are ready to take their Comprehensive Examinations.

Books are to be selected by the student and must be acceptable books on human sexuality. It is suggested that students use the current recommended bibliography; however, other books on human sexuality may also be selected, particularly if they are recent ones published after the bibliography was printed.

All media reviews must be of past lecture series or approved Independent Study Program media. Each media review must be based on 15 hours viewing. Media reviews must be submitted on the Media Review Form which is found in the Student Handbook.

It is expected that all students will read many more books than those actually reviewed.

4. SEX HISTORIES: INTERVIEWING AND CODING #421

This course is recommended for all Institute students. See listing of academic courses for a description.

5. CLINICAL STUDY AND SUPERVISION

Clinical sexology, which is essentially the application of the knowledge base to the sexual concerns of the individual, is the logical extension of sexology into the helping professions. Classes in history, theory, therapeutic techniques and clinical research are available to all students and required for those on a clinical track.

6. BASIC RESEARCH PROJECT #110

Required for all doctoral students, the project consists of obtaining a sample of at least 100 persons in a homogenous group, i.e., alcoholics, S/M, elders, members of an organization, etc., to fill out the Institute Sex Profile. Data from the profiles must be analyzed in comparison with similar data, and presented and accepted before Comprehensive Examinations are taken. 5 units credit upon completion. Specific details can be found in the Student Handbook.

7. COMPREHENSIVE EXAMINATIONS

These examinations are the capstone to the total curriculum. There is a basic body of knowledge that all professional sexologists must have at their disposal; the examinations test the student's grasp of this material. The student is eligible for examination upon completion of all required work and approval of the faculty. Further details can be found in the Student Handbook.

8. DISSERTATIONS, PROJECTS AND THESES

The procedure for doctoral dissertations and projects, and master's theses, is outlined in the Student Handbook.

9. ACADEMIC DEGREE CANDIDACY

All degree students must complete at least three certificate programs or complete a professional degree before they can petition for acceptance for academic degree candidacy.

FINANCIAL COSTS AND POLICIES

Tuition for all degree students is \$7,150.00 per trimester or \$21,450.00 for the three trimesters in any twelve-month period. The Institute reserves the right to change tuition and fees at any time. Tuition payments and other financial matters are administered by the Comptroller's office.

Payment of tuition is due, along with the trimester registration form, ON THE 15TH OF THE MONTH PRECEDING THE BEGINNING OF A TRIMESTER. The registration form is combined with the trimester sign-up sheet for courses which is mailed to all students 1-1/2 to 2 months before the beginning of each trimester. For the trimester beginning October 1, tuition is due September 15; for the February 1 trimester, due January 15; for the June 1 trimester, due May 15. Registration forms and tuition must arrive together. No registration will be accepted without tuition.

All tuition payments received after the date due will have a \$100.00 late fee added. If tuition, late fee and registration are not received by the date the trimester begins the student will be dropped. NO EXCEPTIONS WILL BE MADE. Students are responsible for paying tuition on time, in US dollars, with a check drawn on a U.S. bank, or by international money order.

NEW STUDENTS MUST PAY THE FIRST TRIMESTER'S TUITION IN FULL BEFORE TAKING ANY CLASSES. After the first trimester, students may make payment in full, in two equal installments or monthly payments. Students who opt for the two-payment or monthly payment plan must get approval from the Comptroller's Office before registering. MONTHLY PAYMENTS ARE AT THE DISCRETION OF THE INSTITUTE. The first installment is due as detailed above, and the second installment is due on November 15, March 15, or July 15, depending on the trimester. Students who are late paying the second half of the tuition will have the two-payment privilege revoked. Non-payment of the second half of tuition within the trimester due will result in the student being dropped without credit being given for any work done during that trimester.

Students who plan to change status must so inform the Institute on the trimester registration form. This means changing from full-time to leave of absence status. If a request for leave of absence is made, the TOTAL fee for the period of absence must accompany the request.

Students who wish to start in the Fall trimester may attend the Summer SAR by paying the standard SAR fee. Financial credit will be given if the student starts the immediate Fall trimester. This is the only financial credit granted.

DISSERTATION/PROJECT/THESIS TRIMESTER

Tuition for the first four trimesters following the passing of the Comprehensive Examinations is \$3,750.00 per trimester. If additional time is needed the tuition is \$1,787.50 per trimester. During this time the candidate may take courses as desired, unless they are repeats of courses previously taken. Attendance at the Wardell B. Pomeroy Lecture Series will be credited on the candidate's transcript at 2 units only, since written work will have been completed.



WINNIE McIIVENNA
ACS, Comptroller

The \$3,750.00 tuition presumes that all required work has been completed before the student takes the Comprehensive Examinations. If the student is allowed to take the examinations before finishing all required work, regular tuition will apply for the next trimester and for as long as the student's work is delinquent unless written permission is given to delay certain work to a specific time.

Tuition covers all courses given during a trimester, but for one time only. Courses may be repeated only with the approval of the course instructor and if space is available. The eight-day summer SAR course may be repeated on space available basis for a fee of \$400 to cover actual costs.

Students are expected to be continuously enrolled for their program of studies until all requirements for a degree are completed and the faculty has recommended the granting of a degree. Any exceptions will be subject to the policies listed.

STUDENT REFUND POLICY

The student has a right to a full refund of all charges less the amount of \$100.00 for the registration fee if he/she withdraws prior to or on the first day of instruction.

In addition, if a student withdraws from a course

during the first week of the trimester, 50% of the tuition will be refunded. During the second week of the trimester, the student is entitled to 25% tuition refund. After that, no refunds will be made.

Students receiving educational media for the various certificate programs will not be eligible for a refund once the media has been received.

Any request for a refund is required to be made in writing to:

The Institute for Advanced Study of Human Sexuality
ATTN: Office of the Comptroller
1523 Franklin Street
San Francisco CA
94109-4522

Refunds will be paid within 30 days of cancellation or withdrawal.

REFUND POLICY FOR VETERANS

This school has and maintains a policy for the refund of the unused portion of all tuition, fees, and other charges in the event the veteran fails to enter the course or withdraws or is discontinued therefrom at any time prior to completion and provides that the amount charged to the veteran for tuition, fees, and other charges for a portion of the course does not exceed the approximate pro-rata portion of the total charges for tuition, fees, and other charges that the length

of the completed portion of the course bears to its total length.

The student has a right to a full refund of all charges less the amount of \$10.00 for the registration fee if he/she cancels this agreement prior to or on the first day of instruction.

OTHER COSTS

Students need to plan for such costs as travel and housing while in residence at the Institute. There will also be additional costs for books, copies of media and other learning resources as desired by the student. The Institute will plan with the student on developing access to resources.

Although the Institute does not have student housing, staff will work with entering students to find housing for the first time they are in San Francisco. A listing of hotels and residence inns near the Institute is available from the Registrar.

LEAVE OF ABSENCE

Students enrolled in the Institute are entitled to one trimester Leave of Absence at tuition of \$850.00 prior to the time of taking the Comprehensive Examinations for degree students. No consecutive leaves are allowed unless arranged at the time of admission. Students who arrange to take additional leaves will pay \$2,000.00 per trimester. For degree students

NO LEAVE MAY BE TAKEN AFTER COMPREHENSIVES HAVE BEEN PASSED. Request for Leave of Absence is made on the trimester registration form and must be received with the Leave of Absence fee at the time tuition is due. Students on Leave of Absence will be considered "non-students" for that trimester and no faculty time will be available to them. The library will be open to students on Leave but they may not check out books or media. Any reports turned in while on Leave will be put on hold until the student registers for full-time again.

Exceptions to the above policy are: reasons of serious illness or serious illness in the student's immediate family; need for maternity or paternity leave. Unpaid emergency leave must be applied for in writing and accompanied by a letter from a physician.

Students who drop out of the academic program and then reapply for admission will reenter under the terms of the new catalog and be required to add one full trimester to the number of trimesters required by their original Memorandum of Understanding. To be re-admitted, the student must fill out a new application, submit the application fee, and update his or her resume to cover the time, which has passed since withdrawal.

INDIVIDUAL CONSIDERATION

It is necessary for the Institute to have general procedures which students will follow. However, the Institute is aware of the needs of individuals and will make every effort to work with a student on the basis of his/her unique situation.

GRIEVANCE PROCEDURES

The Institute's grievance procedures are available to students who believe the Institute has acted unfairly toward them or has failed to follow its stated policies. Before students can file a grievance, they must take the preliminary step of negotiation with a faculty member. If no resolution can be reached by negotiation, the student may file a formal grievance with the chairperson of the Faculty Council or with the student representative. Please refer to the handbook.

TRANSCRIPTS AND STUDENT RECORDS

The Registrar's Office maintains all graduate records, copies of papers and projects, performance evaluations, and records of courses completed. Transcripts are updated at the end of each trimester. Students may have access to their own records as needed, as may members of the faculty. Student files are not accessible to any other person unless the student so requests in writing.

POLICY CHANGES

The Institute reserves the right to change or modify academic, administrative and financial policies as necessary, while recognizing its obligation to give students adequate notice of any changes. Any questions about any of the above must be submitted in writing.

STUDENT SERVICES

The majority of the learning resources used by the Institute students are available only at the Institute. A special orientation and training for students is necessary so that they can take advantage of what is available. Four methods are used:

1. An initial orientation when students first enter.
2. A 300-page standard operating manual is provided.
3. A special session for new students with older students is scheduled.
4. Faculty is available at the Institute at least 30 hours per week and by special appointment if needed.

STUDENT TUITION RECOVERY FUND (STRF)

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money if tuition was prepaid and the student suffered a financial loss as a result of the school closing, failing to live up to

its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, the student must be a "California resident" and reside in California at the time the enrollment agreement is signed or when lessons are received at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those

who hold student visas, are not considered a "California resident."

To qualify for STRF reimbursement the student must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If no notice is received from the Bureau, the student has 4 years from the date of closure to file a STRF application. If a judgement is obtained the student must file a STRF application within two years of the final judgement.

It is important to keep copies of the enrollment, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, Phone 916.431.6959

APPLICATION PROCEDURE

Basic requirements for admission into any of the Institute's programs include a baccalaureate degree or equivalent and good skills in speaking, writing and understanding the English language. Those seeking entrance based on equivalency must detail such experience in their application and will be considered for admission to the Master's or certificate programs only. Evaluation will be made by the Admissions Committee. The Faculty Council must concur.

Applications must be complete and at the Institute at least one month before the trimester in which the applicant hopes to begin. Most professional certificates require full enrollment in the school before a certificate can be given.

All application materials must be sent to the Registrar.

1. Obtain an application form by writing the Registrar, The Institute for Advanced Study of Human Sexuality, 1523 Franklin Street, San Francisco CA 94109.
2. Send the completed application form to the Registrar at the above address.
3. Enclose an application fee of \$100.00 payable in US dollars, with a check drawn on a U.S. bank, by international money order or credit card. Applications will not be processed without the fee. If application is denied, the fee will be refunded.
4. Enclose a detailed resume, including education and work in the field of human sexuality.
5. Enclose a letter of intent and interest including your reasons for applying, education and learning goals, research interests, statement on human sexuality and professional aims.
6. Enclose a current photograph.
7. Arrange for graduate and undergraduate transcripts to be sent directly to the Registrar from each school attended.
8. Arrange for two letters of recommendation to be sent directly to the Registrar.

Admission is held active for three years following which a student must reapply if not enrolled in a course of study.



RICK LIGUIDLIGUID
Registrar



LISE CODDE
Assistant Comptroller

COURSES

The Pomeroy Lecture Series and practica are required for all students:

#100 WARDELL B. POMEROY LECTURE SERIES

The lecture series is offered three times a year, once each trimester and consists of 30 hours of general lectures covering the core areas in the field of human sexuality. Credit for the Pomeroy Lecture Series will not be given until all book reports and annotated bibliographies are completed and accepted for the specific degree tract.

PRACTICA

In the required practicum courses, credit will be awarded when the student turns in a brief written report on what the course meant to him/her in a personal sense. A critique of the course is not what is wanted.

#101 INTRODUCTORY COURSE IN HUMAN SEXUALITY 1 Unit

A comprehensive view of human sexuality and an introduction to the Sexual Attitude Restructuring (SAR) process, covering endorsement, communication, fantasy, masturbation, homosexuality and bisexuality, desensitization and resensitization, female and male sexuality, sexual enrichment, special problems, sex therapy and cultural expression.

#201 ADVANCED SEXUALITY 1 Unit

This course covers areas of human sexuality not discussed, or discussed only briefly, in the #101 course. This includes adolescent sexuality, sadomasochism, group sex, transsexualism, and transvestism, and more on sex and disability and on sex counseling. #101 is a prerequisite.

#311 SAR 4 Units

An intensive 8-day educational and experiential program for sex educators, therapists, counselors. Each year's SAR focuses on new methodologies in the sex field and new applications of the SAR process. An integral part of SAR is the opportunity for interaction with professionals from throughout the world who attend.

#350 STIs: A SEXOLOGICAL HEALTH PERSPECTIVE 3 Units

A five-day study of symptoms, prevention and treatment of sexually transmitted infections (STIs). A study of the latest research findings, multiple diagnoses and co-factors, epidemiological programs and advanced intervention strategies. Completion of this course and the SAR entitles the academic student to the Sexological Instructor/Advisor of AIDS/STI Prevention certificate.

#561 PRACTICAL SKILLS WORKSHOP 1 Unit

Concentrates on learning skills rather than theory. Included are the use of media, massage, psychodrama, exercises, fantasy, development, body awareness, communication skills, why the SAR process works, and how to run a sex workshop.



THOMAS ERWIN GERTZ

Ed.D., DACS, ABS
Dean of Students
Director of Sexual Attitude
Restructuring Programs

#571 PERSONAL SEXUAL ENRICHMENT/EDUCATION

2 Units

A course designed to train professionals to use Personal Sexual Enrichment/Education, a structured SAR process, educational and therapeutic program using videotapes and the *SAR GUIDE FOR A BETTER SEX LIFE* as a workbook. Prerequisite paper required before attendance.

ELECTIVES

The following courses are not required for all students, but some may be required for specific objectives, e.g., counseling or therapy. In some courses books may be assigned, in others a paper integrating what the student has learned may be required. Some of the courses are on DVD and may be viewed by the student at the Institute or, by special arrangement, at home. Students must contact faculty before beginning a DVD course. Other courses will be given from time to time, either around the Wardell B. Pomeroy Lecture Series block of courses or at another time during a trimester. Students are urged to choose elective courses covering those areas in which they feel they are the least knowledgeable.

If students wish to do work in areas not covered by the listed courses, they may do so with the written approval of a

faculty member. Courses may be added, deleted, or changed as deemed appropriate by the Institute and based upon the needs of the students.

#331 SEX EDUCATION PROGRAMS 1 Unit

A variety of sex education programs are presented by leaders in the field of sex education. Populations dealt with include children, adolescents and adults. The course gives a broad background in a variety of methodologies.

#402 HISTORY OF SEXOLOGY 1 Unit

An introduction to the history of the rational and systematic investigation of sexual problems from ancient Greece to contemporary Europe and America. Among the historical figures covered are Hippocrates, Soranus, Galen, Ibn Sina, Leonardo da Vinci, Fallopio de Graaf, de Sade, Malthus, Kaan, Morel, Magnan, Burton, Krafft-Ebbing, Schrenck-Notzing, Ellis, Freud, Forel, Bloch, Moll, Hirschfeld, Steinach, Reich, Kinsey, and Masters and Johnson.

#411 RESEARCH DESIGN AND IMPLEMENTATION 2 Units

A basic course for students needing to learn about, or review, design and research methods and elementary statistics.

#421 SEX HISTORIES: INTERVIEWING AND CODING 2 Units

This course has two facets. The first is concerned with how to obtain sexual and social information from a wide variety of people. This will be done through role playing in the classroom and practicing with others outside the classroom. The techniques developed at the Institute for Sex Research (where over 18,000 sex histories were taken) will be used. At the same time, a system of coding these data will be taught by which the equivalent of 25 typewritten pages can be recorded on one 8-1/2" x 11" sheet. This course is of particular interest to therapists, sex educators, anthropologists, and sociologists.

#430 SEXUAL ANTHROPOLOGY 1 Unit

A look at the ways that sex is shaped by culture from tribal to industrial societies. Topics include culture and biology, sex and aging, rape, gender, sex and power, sex and family structure, male and female menopause, and puberty rites.

#501 CONCEPTS AND METHODS OF SEX THERAPY

1 Unit

This course includes basic counseling skills, a survey of historic methods of sex therapy, and extensive

examination of current sex therapy methods and procedures. Several different philosophies of sex therapy are compared. ON DVD

#502 HISTORY AND THEORY OF THE HELPING PROFESSIONS
1 Unit

A survey course of the history, philosophy and justification for the establishment of the major helping professions in the 20th Century and the theoretical framework in which they continue to exist as socially valuable. The evolution of clinical sexology.

#504 METHODS OF SEX THERAPY *2 Units*

A review of sex therapy techniques, how they were developed, the rationale for their use, implementation strategies, and assessment of effectiveness. Comparisons among the different theoretical approaches will be stressed to allow the student to develop an eclectic approach. Role playing techniques with an emphasis on the resistant client will be used. A paper will be required.

#505 CLINICAL SEXOLOGY: A DEVELOPMENTAL PERSPECTIVE *3 Units*

An introductory survey course beginning with the historical and theoretical roots of the discipline. Considers the developmental sequencing of sexual systems from the subcellular to the social levels. The course provides

a foundation in the basic biomedical and psychosocial sciences essential for clinical practice. #101 and #201 are prerequisite.

#506 CLINICAL SEXOLOGY: CLINICAL SYNDROMES *3 Units*

A systematic examination of the clinical syndromes in the areas of sexual dysfunction, sexual disorder, and gender dysphoria which the clinician will encounter in practice. The approach will continue the developmental perspective of #505 and focus on behaviors, cognition, phenomenology, value structures and social scripting as they apply to syndrome development and expression throughout the life cycle. #101 and #201 are prerequisite.

#507 CLINICAL SEXOLOGY: THERAPEUTIC INTERVENTIONS *3 Units*

An examination of the process and techniques of differential diagnosis and treatment of sexual problems from the perspective of major models of clinical sexology. The emphasis of the course is on gaining the practical skills necessary to diagnose and treat sexual problems in clinical practice. #101 and #201 are prerequisite.

#511A CLINICAL SEXOLOGY (SUPERVISED) *4-8 Units*

A counseling practicum under supervision requiring 100 classroom hours and 100 hours of seeing clients.

Entrance to the course is by permission of the instructors. Students will be required to make case presentations; the course will include role playing, general discussion and didactic information. Course prerequisites may be required.

#511B CLINICAL SEXOLOGY (SUPERVISED) FOR NON-RESIDENTS *1-8 Units*

A counseling practicum as above, except under the supervision of a sex therapist who is not a member of the Institute's clinical faculty. Approval of the supervising therapist by the Institute clinical faculty and documentation of cases to the clinical faculty are required. The amount of credit given will be determined by the clinical faculty when the work is evaluated.

#515 SMALL GROUP FACILITATION *2-4 Units*

For students who wish to facilitate a small group during SAR #311 (4 units), or Practical Skills Workshop #561 (2 units). Prerequisites are prior small group leader experience, prior attendance at the practicum in question, and permission of the instructor. Full-time attendance and participation in the practicum is required. Facilitators will be supervised during the time of the workshop.

#517 SEXUAL PLEASURE EDUCATION 1 Unit

Tapes in this course are useful on a personal basis as a therapeutic tool with clients. Includes strategies for a better sex life, sex aids, sexual approaches, male and female pleasuring. Paper required as outlined in the study guide. ON DVD

#521 SEX, ANATOMY AND PHYSIOLOGY 1 Unit

A technical look at the body and its sexual function.

#522 BASIC GYNECOLOGY FOR SEXOLOGISTS 1 Unit

A survey of the anatomy and functioning of the female genitalia; physiological etiology of sexual dysfunction; impact on functioning of medications, sexually transmitted diseases (including treatment); and surgical techniques.

#523 BASIC UROLOGY FOR SEXOLOGISTS 1 Unit

Sexological implications of medical interventions, i.e., penile implants, hormone injections.

#576 SEXOLOGICAL BODY THERAPY 3 Units

A 50-hour course in basic massage.

#581 ADVANCED TECHNIQUES IN BODY WORK 6 Units

A practicum stressing the value of various bodywork techniques for persons intending to work in the field of sex therapy and counseling.

#585 ROLE PLAY AND PSYCHODRAMA TECHNIQUES 1 Unit

Discussion of the theory of role play and psychodrama techniques followed by demonstration and practice. Aimed at assisting sexology students with interpersonal and intrapsychical issues that may come up in counseling, therapy and education classes.

#601 MEDIA REVIEW 3 Units

A thorough review and analysis of sexually explicit material with particular emphasis on films and videotapes in the archives of the Institute. Coding of sexual activity will be taught and used. 15 classroom hours, 30 hours film/tape viewing and coding.

#605 ARCHIVAL CURATION 1 Unit

This is an individual course of study which focuses on the method and application of preserving the material in the Exodus Trust Archives of Erotology. It involves sorting, identifying, preserving and transferring material to a video or slide format as well as entering the material into a computer data base.

#611 PRACTICAL USES OF MULTI-MEDIA TECHNIQUES 1 Unit

Explores the historical and current relation of sex and media. Various hardware and software media options will be demonstrated and discussed as to how they relate to sex education and therapy.

#612 MEDIA PRODUCTION 3 Units

Explores the process and production of a multi-media project by the members of the class. 15 classroom hours, 30 hours outside class over a six-week period. Course #611 is a prerequisite.

#613 SEXUAL ARTIFACTS 1 Unit

A sexological exploration of objects which have been created in response to sexual desire and experience. Sexual artifacts, e.g., erotic playing cards, postcards, music, painting and sculpture, will be examined within their historical and cultural contents.

#644 ADOLESCENCE AND SEXUALITY 1 Unit

Physical and psychological aspects of adolescent sexual development and activity.

#651 ATTITUDES TOWARDS SEX AND DISABILITY 1 Unit

This course examines various disabilities including physical (and "invisible" disabilities), acquired and congenital, and mental health issues. Discussions and guest speakers, videos and role-play are combined to educate the student about the historical background and fight for disabled rights (ADA), the issues of chronic illness/pain, the challenges and impact of disability on family, relationships, lifestyle and sexuality.

#655 SEX, GERIATRICS, ILLNESS AND DISABILITY *1 Unit*

An examination of the sexual potential and rights of older persons, disabled persons and those suffering from chronic illness. A general survey of the myths concerning these classes of people.

#677 MALE AND FEMALE HOMOSEXUALITY AND BISEXUALITY *1 Unit*

A course designed to expose the student to the range of diversity of women and men who identify as homosexual or bisexual. In addition to basic reading, the student will hear from gay men, lesbians, and bisexual women and men about how they perceive their lives both personally and politically; the joys and problems encountered. Discussions will include sexuality, safer sex issues, coming out, parenting, myths and realities, history, and the legal ramifications of leading alternative lifestyles.

#701 SEX AND SOCIETY *1 Unit*

An examination of human sexuality in various societies including contemporary society. Among the topics covered are the social role of men and women, conformity and deviance (moral, legal and medical), marriage and the family, the sexually oppressed, sex education and sexual ethics. ON DVD

#711 SEX, RELIGION AND THE LAW *2 Units*

A survey of sexual oppression in our society in relationship to the law. Included will be a careful examination of the Commission on Obscenity and Pornography report as well as the history of religious attitudes toward sexual behavior and their influence on the law.

#715 SEXUALITY, RELIGION AND POWER *1 Unit*

Students will develop an ability to analyze sexual issues as they relate to religion, to create options for choice and strategies for dealing with power tactics, and to develop a professional commitment that may affect sexual change in cultural values.

#721 FORENSIC SEXOLOGY *1 Unit*

The step-by-step process involving the place and purpose of the sexologists in court proceedings.

#731 SEX AND RELIGION *1 Unit*

A historic and current look at the many and varied ways in which Western and non-Western religions view the role of human sexuality.

#741 SEX AND ETHICS IN THE HELPING PROFESSIONS *2 Units*

Ethical issues between client and practitioner examined in the context of the history and development of sex counseling, therapy and education.

#791 ANALYSIS OF THE KINSEY REPORTS *1 Unit*

Co-author and Institute Academic Dean Emeritus Wardell B. Pomeroy discusses SEXUAL BEHAVIOR IN THE HUMAN MALE (1948) and SEXUAL BEHAVIOR IN THE HUMAN FEMALE (1953) chapter by chapter, summarizing and explaining the data. Male and female data are compared in terms of age, educational level, age at puberty, prepubescent sexuality, rural and urban differences, etc. Both volumes should be read before taking the course. ON DVD

#801 THE SEXUAL VARIATIONS *1 Unit*

An examination of how people have organized their sexual lifestyles including communal living, swinging, S/M, group marriage and living single.

#811 BISEXUAL AND ANDROGYNY *2 Units*

A survey of the emerging concepts of bisexuality and androgyny, including theory, social attitudes, literature and resources.

#821 CHILDREN AND SEXUALITY *1 Unit*

Emphasis will be on children's awareness of their bodies and sexual feelings in an exploration of the growth and development of children from birth to adolescence.

**#825 CHILD SEXUAL ABUSE:
A PEDIATRIC PSYCHOSEXUAL
FOCUS** 1 Unit

Theoretical and practical approach to understanding the impact of sexual activity in childhood. Specific methods of dealing with age-appropriate sexual interest and behavior, and inappropriate or traumatic sexual experiences.

#831 GENDER IDENTITY 1 Unit

A two-part survey of (1) the field of gender dysphoria (transsexualism) and (2) transvestism. Emphasis will be on understanding and clarifying the two fields, on resources, and on concerns arising in counseling. ON DVD

#841 SEX OFFENDERS 1 Unit

A historical overview of the development of the medico-legal concept of sexual psychopathy and how the "sexual psychopath" statutes have applied. The course will also include a review of the treatment methods, the concept of dangerousness, and the basics of differential diagnosis. ON DVD

**#902 WOMEN'S
GROUPS** 4 Units

A two-part practicum on how to direct groups for women who are preorgasmic or not orgasmic with a partner. The first session, #902A (2 units), is the leadership training. The second section, #902B (2 units), is supervised leadership of a women's group.

**#950 MALE HOMOSEXUAL
EROTICA** 1 Unit

An exploration of historic and modern visual materials from the 19th and 20th centuries. Students learn methods of homoerotic critique.

**#957 SEX AND
CONTEMPORARY
LITERATURE** 2 Units

A survey course on sex as presented in literature available in the contemporary marketplace.

**#960 HISTORY OF
EROTICISM** 2 Units

A survey course covering erotic antiquity, the Middle Ages, Victorianism and modern times. 60 hours of media.

**#965 DIRECTED RESEARCH
& VIEWING** 2 Units

100 hours of classic historic videos and films, and 100 hours of classic erotological literature. All materials annotated. This course must be planned in consultation with an instructor.

**#970A EROTOLOGY AND
SEXUAL CULTURE** 2 Units

An in-depth exposure and evaluation of erotic expression and use in the last half of the 20th Century. 60 hours of video.

**#970B EROTOLOGY AND
SEXUAL CULTURE** 2 Units

A continuation of #970A.

**#980A EROTOLOGY
APPRAISAL** 2 Units

**#980B EROTOLOGICAL
EVALUATION AND
APPRAISALS** 2 Units

A continuation of #980A.

**#980C EROTOLOGICAL
CURATION AND APPRAISAL
PRACTICUM** 2 Units

**#980D WORK STUDY IN
EROTIC FINE ART CURATION**
2 Units

FACULTY AND ADMINISTRATION

FACULTY

Michele Angello-DeFlavia, Ph.D., ACS
 Victoria Austin, DHS, ACS
 Marianna Beck, Ph.D., ACS
 William Bell, Ph.D., M.P.H., ACS
 Michael Ra Bouchard, Ph.D., ACS
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Tory Laine Clark, D.H.S. 2010	Sharon M. King, D.H.S. 2011	Barbara Babb Read, D.H.S. 1981	Marlene F. Wasserman, D.H.S. 2000	John Heidenry, 1999
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Lindsey T. Doe, D.H.S. 2007	James Hung-Shuo Liang, D.H.S. 2009	Scott H. Sansby, D.H.S. 2011	Creighton Wrenn, Jr., D.H.S. 1999	John Money, 1988
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DISSERTATIONS

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A Study of Male Genitalia

HAROLD S. ROGERS
Sexual Attitudes and Behavior of People in the Process of Divorce: A Study of Sexuality and Its Association with Loneliness

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IRENE GAD-LUTHER
Types of Marital Interaction in Alcoholic Family Systems and their Relationships with Existing Patterns of Sexual Difficulties

CHARLES ALLEN MOSER
An Exploratory-Descriptive Study of a Self-Defined S/M (Sadomasochistic) Sample

FRANK JEFFERSON TOMBRELLO
The Effects of Alkyl Nitrites on Male Orgasm

MILDRED L. BROWN
Initiating Marital Coitus

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JACKIE V. DAVISON
Valium and Its Effect on Female Sexuality: An Exploratory, Descriptive Study

MARIAN E. DUNN
Women's Perceptions of Male Sexual Attractiveness: The Role of Male Eye Contact

JAMES EDWARD ELIAS
Adolescent Exposure to Erotica

JOHN MYRON HOLLAND
Education and Training of Health Professionals in the Provision of Sexual Health Care

RICHARD KAVICH-SHARON
A Comparative Evaluation of Sexual Behavior Before and After Acute Coronary Events in Selected Patients and Their Partners

MERVYN LAWRENCE MASON
Perceived Sociosexual Compatibility of Co-marital (Swinging) Couples as Compared to Normative Married Couples

SHAREN LEE SHAPIRO
Sexual Attitudes and Activities of Obese Women

SAINT STROUD
A Study of the Increased Balance in Preorgasmic Women's Sex-Role Scores After Treatment

1981

RICHARD WAGNER
Gay Catholic Priests: A Study of Cognitive and Affective Dissonance

DWIGHT DIXON
Bisexual and Heterosexual Swinging Husbands: Their Androgyny, Orgasms and

Perceived Sexual Satisfaction and Marital Happiness

JOAN K. DIXON
The Effect of Swinging on Initiating Active Bisexual Behavior in Married Women Over 30 Years of Age

CAROLYN ANN LIVINGSTON
Premature Ejaculation in Young Males

ALBERT Z. FREEDMAN
Extra-Monogamous Sex in Couple Relationships

GEORGE DEWEY CANNON, JR.
The Effect of Topical Estrogen on the Superficial Flow of Blood in the Breast Area

PHYLLIS WYN O'FLATTERY
A Correlation Study of Emotional Response to the Genitalia; Attitudes Toward Masturbation; and the Incidence and Frequency of Masturbation in a Sample of Professional Women

GINA OGDEN
Perception of Touch in Easily Orgasmic Women During Peak Sexual Experiences

1982

MARGUERITE RUBENSTEIN
An In-depth Study of Bisexuality and Its Relationship to Self-Esteem

MICHAEL EARL PERRY
The Perceived Utility of Sexually Explicit Video in the Sex Education of Adolescents

DIANE LOUISE MORRISSETTE
The Effects of Diabetes and Blindness on Female Sexual Response

MILDRED APTER-MARSH
The Sexual Behavior of Alcoholic Women While Drinking and During Sobriety

ELAINE S. SELESNICK
Lifetime Patterns of Ejaculatory Frequency in the Human Male as a Factor Contributing to Risk of Symptomatic Benign Prostatic Hyperplasia

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ERWIN ALBERT SCHILL
Women With Multiple Sclerosis: A Study of Sexual Attitudes and Behaviors

EVELYNE SCHREIER
Study on Endorphin Level in the Plasma Before and After Orgasm

LOUANNE C. COLE
Utilization of Sexual Health-Promoting Information by Women: Knowledge and Performance of Kegel Exercises and Locus of Control

BARBARA J. MERCER
Anal Eroticism in Women - An Exploration of

the Relationships Between Sexual Preference and Anal Sexual Behaviors, Fantasies, and Attitudes

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SHIRLEE M. PASSAU-BUCK
Sexuality and Self-Concept Characterization of Female Gynecology Teaching Associates at a Mid-West School of Medicine

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The Sexual Attitudes and Behavior of Private and Public Secondary Students: A Comparative Study

CHARLENE Q. ARBOGAST
The Effects of Mastectomy on the Sexual Behavior of Fifty Women

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The Orgasmic Frequency and Reliability of Assertive and Unassertive Women

SYLVIA BABBIN
Kissing and Its Relationship with Marital and Sexual Satisfaction: An Initial Perspective

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Women Who Relate to Male Transvestites: A Descriptive Study

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The Relationship Among Personality Characteristics and Sexual Desire and Frequency of Coupled Women

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THOMAS ARNOLD MARTIN
Correlates of Erotic Fantasy Frequency

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A Correlative Study of Self Concepts and Sexual Behaviours of Women 15 to 17 Years of Age

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The Psychosexual Correlates of Mastectomy: The Response of Mastectomy Patients to their Interaction with the Health Care System

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Impact of the AIDS Phenomenon on Heterosexual and Bisexual Swingers

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A Course on the History of Jewish Thought on Sexuality for the Therapist

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Current Status of Sex Education in Graduate Schools of Social Work in the United States

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An Investigation of Sexual Behaviors in Mixed Sexual Orientation Couples: Gay Husband and Straight Wife

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Development of a Comprehensive Training Program for Treatment Providers of Sex Offenders and Paraphiliacs

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A Comparison Between Sex Offenders With Mental Retardation and With Normal Intelligence on Six Scales of Interpersonal Behavior

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Post-operative Orgasm in the Female to Male Transsexual

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Reciprocity of Power in the Treatment of Sexual Desire Disorder: A Structural Systems Approach

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Gay Gems from the Archive

APPROVAL AND ACCREDITATION

Programmatic accreditation of all Institute certificates and degrees is available through the American College of Sexologists.

The Bureau for Private Postsecondary Education requires that we indicate that transfer units must be from accredited and approved institutions. Before applying, please contact us.

Information about the approval status of the Institute should be addressed to:

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION

Department of Consumer Affairs
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Phone 916.431.6959

Mailing Address

Post Office Box 980818
West Sacramento, CA 95798-0818

EXPECTATIONS

INSTITUTE EXPERTISE EXPECTATIONS

1. All certificate and degree students will have expertise about sexual and reproductive anatomy and physiology, including but not limited to:
 - a. Male and female internal and external anatomy
 - b. The reproductive system of both sexes, and prenatal development
 - c. The physiology of males and females
 - d. The latest research from endocrinology and neuro-endocrinology on human sexual functioning
 - e. Erotic pathways
 - f. Conception
 - g. Sexual differentiation in fetal development
 - h. Complications related to health issues
2. All degree students shall have expertise about developmental sexuality, sexuality through the lifespan including but not limited to:
 - a. The psycho/social/sexual stages of human development
 - b. Lifestyle choices and their consequences

- c. Gender issues
 - d. Theories of sexual orientation
 - e. Frequency of all sexual behavior
3. All degree students shall have expertise about value development in our culture as it relates to sexuality including but no limited to:
 - a. Social scripting and sexual behavior
 - b. Religious and ethical views of sexual behavior
 - c. Various theories on value development and sexuality
 4. All degree students shall have expertise about medical aspects of sexuality including but not limited to:
 - a. Pharmacological implications upon sexuality
 - b. Hypertension and the sexual implications of its treatment
 - c. Psychiatric disorders and the paraphilia
 - d. Implications of endocrine disorders
 - e. Urologic and chronic illness
 - f. Spinal cord injury and sexual prognosis
 - g. Visual impairment and sexual functioning
 - h. Retardation and sexual functioning
 - i. Hearing impairment and sexual functioning
 - j. Cardiovascular disease and sexual functioning
 - k. Gynecological problems and sexual functioning
 5. All doctoral level students shall have expertise in the legal and ethical issues in clinical sexology including but not limited to:
 - a. Love and sexual attraction
 - b. Theories of intimacy
 - c. Lifestyles and intimacy
 - d. Effective families and intimacy
 6. All doctoral level students shall have expertise in the legal and the ethical issues in clinical sexology including but not limited to:
 - a. Concepts of consensual sexual behavior
 - b. Legal definitions of child sexual abuse
 - c. Legal definitions of exhibitionism
 - d. Legal definitions of obscenity
 - e. Legal definitions of sexual harassment
 - f. Implications of sex with clients
 7. All doctoral level students shall have expertise in implications of sexuality and the sexually transmitted infections including but not limited to:
 - a. Causes, symptoms and treatments
 - b. Various myths about STIs
 - c. Social implications of STIs
 - d. Personal implications of STIs
 8. All doctoral level students shall have expertise in the field of erotology including but not limited to:
 - a. Great works of historic erotic art defined
 - b. Finding and identifying American sexual artifacts
 - c. The use of sexual artifacts in sex education
 - d. The use of erotology in clinical sexology
 9. All Doctor of Human Sexuality and Doctor of Philosophy in Human Sexuality students shall have expertise in diagnosis of sexual dysfunctions and disorders including but not limited to:
 - a. Definitions of clinical sexology
 - b. Identifying sexual dysfunctions
 - c. Definitions of sexual disorders
 - d. Identifying sexual distress and sexual trauma
 - e. Identifying desire phase disorders and their causes
 - f. Organic causes of sexual distresses and dysfunctions
 10. All Doctor of Human Sexuality and Doctor of Philosophy in Human Sexuality students shall have expertise in treatment of sexual dysfunction and disorder including but not limited to:
 - a. Models of clinical sexology
 - b. Behavioral techniques examined
 - c. Emotive techniques examined
 - d. Cognitive techniques examined
 - e. Sex-negative messages
 11. All Doctor of Education in Human Sexuality students shall have expertise in education models for dealing with sexual ignorance and misinformation including but not limited to:
 - a. Sexual learning theories examined
 - b. Sexuality courses of the past examined
 - c. Evaluating sex education
 - d. The design and development of sex-positive programs
 - e. The training of allied health professionals about sexology
 - f. Designing courses for persons in special circumstances
 12. All Doctor of Philosophy in Human Sexuality students shall have expertise in research fields and methods including but not limited to:
 - a. History of research in the helping professions
 - b. Developing research protocol
 - c. Longitudinal research on sexual matters
- INSTITUTE COMPETENCY SKILL EXPECTATIONS**
1. Clinical skills and competencies:
 - a. To be able to choose a method of clinical intervention which is the most appropriate for dealing with and presenting clinical problems
 2. Research competencies and skills
 - a. To have the competency to understand and use the uniqueness of sexological research as distinguished from sociological, medical and anthropological research
 - b. To have the skill to complete a basic sexological research project
 - c. To have the competency to design and submit research proposals that meet the research guidelines of other professionals, while at the same time maintaining integrity of the sexological orientation
 - d. The competency to design, pretest, validate, and administer a research instrument
 - e. The competency to critically appraise research in the sexological field specifically, and other fields in general
 - f. The competency to be able to use the sexological research journals
 - g. To have the competencies to be able to choose and be able to use any of the statistical methodologies appropriate for different types of research
 - h. To have the competency to use the research facilities of libraries and the computer research methodologies available through the Institute
 3. Erotology competencies and skills:
 - a. To have the competency to understand the various media of erotic expression and the uniqueness associated with
 - b. To have the skills to use any of the contemporary therapeutic techniques in their newest form based on the differential diagnostic methods used such people as Bill Masters, Albert Ellis and Marilyn Fithian
 - c. The competency to be able to choose between clinical sexological interventions and more traditional therapy and be able to refer when necessary
 - d. To have sufficient competency to understand one's personal sexuality and the skill to not become involved in a transference or counter-transference situation
 - e. To have the competency to be non-judgmental when facing a patient's sex orientation or practices
 - f. To have the competency to understand and use appropriate referral techniques
 - g. The competency to take a complete sex history using sexological coding systems which protect the privacy of the patient
 - h. To have the competency to be able to use the knowledge of developmental sexology for people in different parts of their life cycle
 - i. To have the competency to deal with the situational factors that affect sexual values, sexual situations, and sexual functioning

- each, such as painting, photography, literature, film, video, and computer. This includes having the skills to be able to use 35mm, 16mm, 8mm, film and video in whatever format it comes, and several new digital formats.
- b. To have the competency to distinguish among sexual artifacts of different countries, including all erotological forms of expression
 - c. To have the competency to be able to identify erotic film expressions from the early 1900's to the present
 - d. To have the competency to distinguish among erotological expressions of the 1930's, including the erotic comic books, the 8-pagers, the playing cards, and the 38 types of magazines
 - e. To have the competency to be able to recognize the uniqueness of the makers of the sexual artifacts and the persons involved in these productions
 - f. To have the competency to use standardized evaluation and coding systems developed by the Institute, the Kinsey Institute, and the Library of Congress
 - g. To have the competency to discuss erotic works of art of recognized artists such as Rembrandt, Rubens, Picasso, Dali and others
 - h. To have the competency to differentiate among the sexual formulas expressed in video works of different countries such as Spain, Denmark, Germany, Argentina and Japan
 - i. To have the competency to discuss the history of the erotic film industry since the turn of the century
 - j. To have the competency to know the erotic expressions in the theater forms such as ballet, opera, plays, and the contemporary musical theater
 - k. To have the skill to do video editing
 - l. To have the skill to use various projection equipment and recording equipment
 - m. To have competencies to design and script multi-media programs for specific groups
 - n. To have the competency to use all types of media for educational and therapeutic purposes
 - o. To have the competency to understand your own personal sexual erotic orientation, and how to use that understanding in a design of erotological programming
 - p. To have the competency to critically evaluate the literary works of erotology in American culture in contrast to other cultures
 - q. To have the competency to understand and evaluate works expressive of homosexual, transsexual, transvestite, lesbian and other sexual minority groups
 - r. To have the competency to preserve, protect, and provide materials of our erotic heritage
4. STIs skills and competencies:
 - a. To have the competency to understand the history of how sexually transmitted infections have been viewed in the western world.
 - b. To have the skills to identify the manifestation, causes, cures, and the preventions of all sexually transmitted infections currently in the world
 - c. To have the skills to understand the effect of STIs on sexual lifestyles
 - d. To have the competency to understand how AIDS is dealt with throughout the world
 - e. To have the competency to understand the range of treatment and prevention modalities currently available, such as chemical barrier protection and other chemo-prophylactics
 5. Anatomy and Physiology skills and competencies:
 - a. To have the competency to deal with gender differentiation
 - b. To have the competency to be able to interpret both the uniqueness and the similarities of male and female sexual anatomy
 - c. To have the competency to explain to different audiences the role of the sympathetic and para-sympathetic nervous systems in the sexual response cycle
 - d. To have the competency to use the various sexual response measuring instruments
 - e. To have the competency to understand the danger of the vested interests of the other helping professions in dealing with presenting sexual problems
 - f. To have the competency to understand and interpret the many sexual cosmetic options
 6. Legal skills and competencies:
 - a. The competency to be able to sort out and interpret the various legal responsibilities of a sexologist
 - b. To have the competency to do evaluations using court-directed guidelines
 - c. The competency to be an expert witness in all types of court situations requiring sexological and erotological expertise
 - d. The competency to work with other health professionals so that sexological and erotological expertise can be made usable in all matters of sex and the law

DIRECTORY

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