

# International Institute of Clinical Sexology



## CATALOG

### Doctoral Program in Clinical Sexology

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**IICS Board Members**

Dr. Tracy Rodriguez-Miller, Dr. Yazmine Marimon, Dr. Carol Clark, Dr. Janis Roszler,  
Dr. Maylin Batista, and Dr. Marilyn Volker

# International Institute of Clinical Sexology

## Doctoral Program in Clinical Sexology

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## Doctoral Program In Clinical Sexology

### Mission of the Institution

International Institute of Clinical Sexology (IICS) is a private, for-profit, educational institute that offers a Ph.D. in Clinical Sexology to licensed and license-eligible professionals in the healthcare field who intend to practice Sex Therapy, Consulting or Coaching, or provide Sex Education as an adjunctive service to their clinical specialty.

The Clinical Sexology program is designed to provide a curriculum that will prepare clinicians to work with a wide array of sexual concerns in a variety of treatment settings.

### Legal Control IICS

International Institute of Clinical Sexology Inc.

Dr. Carol Clark is the President

9620 NE 2<sup>nd</sup> Avenue, Suite 207  
Miami Shores, Fl. 33138

### Licensure Status

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding IICS may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888)224-6684.

IICS IS NOT ACCREDITED BY ANY ACCREDITING AGENCY(S) OR ASSOCIATION(S) RECOGNIZED BY THE UNITED STATES DEPARTMENT OF EDUCATION AS AN APPROVED ACCREDITING AGENCY. THEREFORE, IF YOU ENROLL IN THIS INSTITUTION, YOU WILL NOT BE ELIGIBLE FOR TITLE IV FEDERAL FINANCIAL ASSISTANCE OR STATE STUDENT FINANCIAL ASSISTANCE. IN ADDITION, CREDITS EARNED AT THIS INSTITUTION MAY NOT BE ACCEPTED FOR TRANSFER TO ANOTHER INSTITUTION AND MAY NOT BE RECOGNIZED BY EMPLOYERS, EXCEPT ON AN INDIVIDUAL BASIS AS DETERMINED BY THE INSTITUTION OR EMPLOYER.

Therapist Certification Association

Graduates of IICS will be eligible for certification as Sex Therapists, Clinical Sexologists, or Human Sexuality Professionals through the Therapist Certification Association.

## Faculty and Board Members



**Dr. Carol Clark, IICS Owner,  
President, Administrator  
and Program Director**

**Dr. Carol Clark** graduated from Trenton State College in 1990 with a Master's degree in Counseling. She moved to Miami and, after attaining her license, became a Certified Addictions Professional. She then attended the American Academy of Clinical Sexologists and the Institute for Advanced Study of Human Sexuality, thereby earning a doctoral degree and the right to the title of Sex Therapist. Dr. Clark is a Diplomate of the American Board of Sexology and an AASECT and TCA Certified Sex Therapist, education provider, and supervisor. She was an adjunct professor for the Master's Program at Carlos Albizu University from 1999-2016. In 2009, she opened the Sex Therapy Training Institute. She is also the owner and director of the Addictions Therapy Training Institute (ATTI) and the President of the Therapist Certification Association and the International Transgender Certification Association. She launched IICS in 2016. She is the author of *Addict America: The Lost Connection* and *My Pocket Therapist: 12 Tools for Living in Connection*.

AASECT and the Sex Therapy Training Institute are not recognized by the Florida Board of Psychology or the State of Florida. Sex Therapy Training Institute and Addictions Therapy Training Institute offer continuing education under Dr. Carol L. Clark for the Florida Boards of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling; Psychology; Nursing; and AASECT. ATTI offers continuing education as approved by the Florida Certification Board. None of these Boards are under the purview or licensed by the Commission of Independent Education.



**IICS Dean of Students  
IICS Advisory Board**

**Dr. Maylin Batista** has been in practice for over 10 years. After earning her graduate degree from Carlos Albizu University in 2002, she went on to complete a Ph.D. in Clinical Sexology with the American Academy of Clinical Sexology. She has a practice in Miami Lakes where her focus is relationship issues, substance abuse and sex therapy. She is a Board member and instructor for the Therapist Certification Association and the International Transgender Certification Association. Dr. Batista is a certified trainer in Neuro-Linguistic Programming and Hypnotherapy. She completed the Addictions Therapy Training Institute program in 2013.



**IICS Compliance Officer  
IICS Advisory Board**

**Dr. Tracy A. Rodriguez-Miller** is a Licensed Clinical Social Worker in the state of Florida, as well as Georgia, a Board Certified Clinical Sexologist, Diplomate of the American Board of Sexology, Certified Addiction Professional, Certified Hypnotherapist and a Florida Board approved Qualified Clinical Supervisor. She has over 17 years of experience in the behavioral health field promoting personal strengths and insight with the use of empowerment to assist clients in addressing challenging issues and making positive life choices and changes.

Dr. Rodriguez-Miller maintains a private practice specializing in trauma, sex therapy and addictions with a focus on male survivors of childhood sexual trauma. She also is an Adjunct Professor at Miami Dade College and provides clinical supervision for Social Worker Interns seeking licensure. She earned her Master's degree in Social Work and Bachelor's in Psychology from Florida International University. She then attended the American Academy of Clinical Sexologists (AACS) where she earned a Doctorate in Clinical Sexology.





**Dr. Marilyn K. Volker**, sexuality educator for the past fifty (50) years, is a Diplomat of the American Board of Sexology (ABS) and an Associate Fellow of the American Academy of Clinical Sexologists (AACS). She is on the Board and Faculty of the International Transgender Certification Association and IICS. She was/is adjunct faculty of four South Florida universities – University of Miami, Florida International University, Lynn University and St. Thomas University. Dr. Volker has served as a sexuality consultant for a variety of addiction/trauma treatment facilities state and nationwide and has written articles for publications addressing sexuality issues in recovery. Dr. Volker has taught sexual health and medicine for three medical schools – University of Miami, Ross University, and Florida International University. Each month, for 8 years, Dr. Volker taught deployed and returning soldiers and their spouses/partners for the Yellow Ribbon Program in Orlando, Florida—

**IICS Advisory Board**  
**IICS Instructor**

“Upbooting Your Relationships” & “Rebooting Your Relationships” and continues to present at VA conferences regarding sexuality & intimacy.

Dr. Volker helped to establish the Health Crisis Network, Florida’s first Community based AIDS project, in 1982 by directing its education division. She received specialized training in HIV/AIDS from the National Institute on Drug Abuse and has educated thousands over the past 50 years about HIV/AIDS in schools, community organizations, professional organizations, corporations--state and nationwide. She helped to develop the HIV/AIDS curriculum and training programs for the Miami-Dade County Public Schools, for the National VA Hospitals, and for the United States Air Force and the United States Navy. Dr. Volker has been a consultant to community-based AIDS projects throughout Florida, the nation, and the Caribbean islands and has taught in hundreds of schools (parents, teachers, students) addressing body changes, sexuality, and safety state-wide, nationally, and in the Caribbean islands.

Dr. Volker helped to establish the Institute on Sexism and Sexuality in 1972 which addressed gender issues under Title IX in Miami-Dade County Schools; co-chaired the first Women’s History celebration in Miami-Dade County, 2002. She hosted two daily live call-in radio shows “SEX WITH MARILYN” on WVCG as well as on Sirius broadband radio. She sat on a number of boards addressing sexual health issues including the Mental Health Association of Miami-Dade County, Educational Task Force of the Girl Scouts of South Florida, the National Association of Lesbian and Gay Addiction Treatment Professionals, and the Outreach Institute for Gender Studies. Dr. Volker helped to establish the first gay/lesbian/bisexual/ transgender youth group, in Miami-Dade County in 1977.

Dr. Volker has been a professional guest on Barbara Walter’s 20/20 and Larry King Live regarding transgender issues/gender variant children. Dr. Volker began her career teaching deaf children and continues to serve as sexuality consultant to a variety of special education programs, organizations, and community groups addressing body changes, diseases, and disabilities. Her doctoral video and facilitator’s guide, *SEXUALITY: A Process in Decision-Making*, highlighted eight deaf students from the Miami area. Dr. Volker received her undergraduate degree in deaf/special education from Kent State University, Master’s degree in deaf/special education from the University of Miami, and a doctorate from the Institute for Advanced Study of Human Sexuality, San Francisco, California, as well as a doctorate from the International Institute of Clinical Sexology.

Dr. Volker was honored as one of six South Florida “Women of Impact” during Women’s History Month, March, 2002, and was chosen as one of the 2010 American Red Cross Sara Hopkins Woodruff Spectrum Awards for Women.





**IRB Committee Chair  
IICS Advisory Board  
Research Chair**

**Dr. Janis Roszler**, LMFT, CDCES, is a board-certified sex therapist, licensed marriage and family therapist, certified clinical supervisor, licensed dietitian/nutritionist, and the 2008-2009 diabetes educator of the year (AADE). Her books include *Intimacy & Diabetes*, *Sex and Diabetes*, *Approaches to Behavior*, *Diabetes on Your OWN Terms* and *The Secrets of Living and Loving with Diabetes*. Her articles and medical chapters have been published in textbooks, magazines and peer reviewed journals. She is the former host of *Janis' Jump Start to Good Health* and *dLife* radio shows and authored the popular *Dear Janis* advice column that was featured throughout the U.S., China and Dubai.



**Kink Conscious Therapy  
Instructor**

**Francesca Gentillé**, is an initiated shaman in 4 traditions, clinical sexologist, empowered aging specialist, and relationship counselor. She is the popular internet radio host of *Sex: Tantra & Kama Sutra* and co-author of the award-winning sex & relationship book "The Marriage of Sex & Spirit." Francesca is the co-director of the Integrative Arts Institute, and the founder of The Sacred Courtesan School of Feminine Mystique and Power. She is the creator of the village model of Shamanic Soul Coaching - reclaiming the treasures of spirit lost in the dark of trauma. She earned her B.A. in Psychology from Marquette University. She earned her Clinical Sexologist Certification from The Institute for Mind and Body Therapy and her Counseling Certification from Western Association of Accredited Coaches and Counselors.



**Sex Offender Therapy  
Instructor**

**Dr. April Young** graduated from Troy University in 2013 with a Master's degree in Counseling and Psychology during her tenure as a law enforcement officer with the Putnam County Sheriff's Office. While at the Sheriff's Office, she worked with sexual predators and offenders as a Detective from 2009 to 2013. Upon leaving the Sheriff's Office, she continued her work with sexual offenders from a therapeutic perspective. In 2013, Mrs. Young began working with juvenile sexual offenders as a contracted therapist for court ordered youth. In 2015, she continued her work as a Licensed Mental Health Counselor with a certification in the treatment of sexual offenders from the Association of Forensic Counselors. April is considered an expert witness in the Juvenile Courts in several districts in Florida. She is also a clinical member of Association for the Treatment of Sexual Abusers.



**IITES Instructor**

**Dr. Yazmine Marimon** is a psychotherapist and a licensed mental health counselor with more than ten years of experience specializing in sexual dysfunctions, sexual intimacy, relationships, couples, trauma and addiction. She earned her Masters in Mental Health Counseling from Nova Southeastern University, Florida and her Bachelors in Psychology from Havana University, Cuba. She is a Certified Sex Therapist and Certified Addiction Professional (CAP). She has created the Instituto Internacional de Terapia y Educación Sexual (IITES). It is a space for academic training in the area of sexology for health and education professionals in Spanish.

### **Guest Speakers**

Dr. James Gigliello  
Dr. Erica Goodstone  
Dr. An Goldbauer

Dr. Rob Weiss  
Dr. Samantha Robinson  
Dr. Nora Sahly

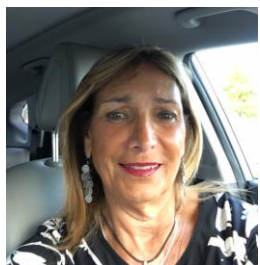
Stuart Leviton, Esq.    Jessica Lam  
Dr. Calista Powell      Dr. Janis Roszler  
Dr. David Williams

### **Administrative staff**



**Niki Koenig**  
**Executive Assistant**  
[IICSPHD@gmail.com](mailto:IICSPHD@gmail.com)

Niki has been instrumental in the creation of IICS and the approval process for IICS to be licensed by the CIE. She is invaluable in the administration of this institution and her unfailing patience and good humor are a source of support to students and faculty alike.



**Elizabeth St. Aubin**  
**Administrative Assistant**

Liz monitors the day-to-day activities of the administrative office and keeps everyone on task.

## Purpose of the Institution

“Sexology” is the study of sex or of the interaction of the sexes, especially among human beings. “Clinical” is relating to or based on work done with real patients. Therefore, the objective of this program is to educate and prepare healthcare providers with the knowledge and skills needed to incorporate Clinical Sexology into their practices. “Healthcare” encompasses the fields of psychotherapy, psychology, medicine, ministerial service, education, coaching, and other human service professions.

The program is comprised of three components: Clinical Sexology Education, a choice of one of four Specialty Concentrations, and a dissertation or doctoral project.

## Admission Requirements

The IICS application may be downloaded from the website or requested via email. The student will submit the completed application with a driver’s license, curriculum vitae, and copy of professional license or certification.

The applicant’s graduate degree or professional license or certification must be in a healthcare service, medical, or mental health field from an accredited college or university prior to enrollment. The Admissions Committee considers all applicants for admission on the basis of their academic record, personal and professional accomplishments, motivation, talents, recommendations, personal statement, and test results, as applicable.

All applications will be initially reviewed by the Committee and a recommendation for acceptance or denial made. When approved, the applicant will respond to interview questions regarding past training, clinical experience, how the degree will be used, and any other information relevant to the applicant’s ability to successfully complete the program. If any Committee member deems an applicant unacceptable, they will submit their rationale in writing and a meeting will be called for discussion and recommendations. The applicant will be notified in writing within thirty (30) days of the application as to their acceptance. If the Committee decides that an applicant is unacceptable but the reason is correctable, the applicant will be given the opportunity to correct their application and resubmit. If it is decided that the applicant is unacceptable or not likely to successfully complete the program, the applicant will be informed in writing and able to reapply in a year provided the reasons for non-acceptance are reversible.

All required application materials, including official graduate transcripts and 2 letters of recommendation must be submitted to the Office of Admissions within 30 days of the interview. Students may be accepted and start classes prior to receipt of these documents, but class attendance will be suspended if the documents are not received within 30 days. All documents become the sole property of International Institute of Clinical Sexology (IICS) and cannot be forwarded to another institution or returned to the applicant.

IICS's method of assessing a student's ability to successfully complete the course of study for which he or she has applied will be based on the following:

1. A non-refundable application processing fee of \$100 US currency (credit cards, money orders, treasurer or bank checks made payable to International Institute of Clinical Sexology). The application fee is waived for Sex Therapy Training Institute alumni.
2. Current driver's license
3. Curriculum vitae
4. One of the following must be presented:
  - a. Professional license or certification. The professional license or certification must be in a healthcare service, medical, or mental health field from the relevant state or jurisdiction. A Master's degree must be necessary to hold the license or certification.OR
  - b. Official transcript indicating proof of a Bachelor's degree and transcripts or certificates confirming sixty (60) graduate level credits in a healthcare field.
5. Completion of the Student Interview form.

## Upon Acceptance

Upon submission of initial application and acceptance into the program, IICS will further assess a student's ability to successfully complete the course of study by reviewing the following documents, which will need to be received before beginning classes:

1. Completed Enrollment Agreement
2. Verification (official transcript) of an earned Master's Degree from a College or University accredited by an agency recognized by the U.S. Department of Education or equivalent from country in which the student practices OR official transcript indicating proof of a Bachelor's degree and transcripts or certificates confirming sixty (60) graduate level credits in a healthcare field.
3. Verification of cumulative grade point average of 3.0 or better in previous graduate studies
4. Two letters of recommendation from persons of a Ph.D. level, Ed.D., Psy.D., M.D., D.O. or other professional able to speak to the applicant's ability to successfully complete doctoral level research. Preferably these should come from current and/or formal employers, current and/or previous faculty and/or advisors;
5. An interview with Admissions Personnel

International students may be required to take the Test of English as a Foreign Language (TOEFL) and earn a minimum score of 500.

## Admissions Committee

Dr. Carol Clark is the sole member of the Admissions Committee.

## Transferability of Credits

Units or credits applied toward the award of the IICS Ph.D. may be derived from the following:

Units or credits may be earned at and transferred from other postsecondary institutions, when congruent and applicable to the IICS program and when validated and confirmed by IICS. Such institutions include, but are not limited to, colleges and universities, institutions approved to offer post-graduate continuing education in sex therapy and sexology, or institutions approved to offer post-graduate continuing education in one of the IICS specialty areas. Coursework must be comparable to the IICS curriculum. All credits will be reviewed by the Admissions Committee and approved or rejected in part or in total. Credits from a graduate-level program are not transferable.

The maximum amount of transferable credits accepted from other institutions may not exceed twenty-four (24) credits.

Units or credits obtained from a Therapist Certification Association (TCA) institution may not exceed forty-eight (48) credits. These institutions include the following: The Sex Therapy Training Institute, the Addictions Therapy Training Institute, and the International Transgender Certification Association.

Transferability of IICS credit *to* another institution is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice. IICS has no written articulation agreements with other institutions.

## Program Description

Clinical Sexology is the interdisciplinary study of human sexuality, integrating research findings of human sexual behavior with the diagnosis and treatment of sexual concerns and dysfunctions. The Clinical Sexology program is dedicated to preparing licensed, registered, or certified, psychotherapists, psychologists, other health care providers, or educators to provide clinical sexology as an addendum to their existing clinical or educational practice. The program does not prepare unlicensed students to meet initial licensing requirements in any field.

This program is structured in three components: Clinical Sexology education, Specialty Concentration education, and Dissertation or Doctoral Project.

The **Clinical Sexology** education consists of fifty-four (54) credits and can be completed in twelve (12) months. Enrollment is prior to the beginning of each quarter.

### **Educational Programs and Curricula**

The classes comprised in these curricula encompass considerable variety in the field of sexology, including the diagnosis and treatment of sexual dysfunctions, sexual abuse, gender dysphoria, and sex offending. Students will also gain in-depth knowledge of developmental sexuality, legal and ethical issues related to sex therapy, socio-cultural factors in sexuality, medical factors affecting sexual functioning, and alternative lifestyles.

These classes are offered in a choice of two scheduling tracks. Track 1 classes are offered on Saturdays from 9:00am to 3:00pm EST. Track 3 classes are held on alternate months for five days – Thursday through Monday – from 9:00am to 3:00pm EST. Both tracks will take one year to complete. Classes consist of didactic instruction incorporating PowerPoint presentations, videos, guest speakers who are experts in a particular subject, and panels of people who have experience with the issue being taught; for instance, transgender people speak about their experiences and answer questions from the students. All classes are offered simultaneously in person and via live webinar. Electives may be offered on days outside of the regular tracks. In addition to completing the 15 required core courses, students must take four (4) electives of their choice.

In addition to live class time, students will read the required texts, read a selection of the recommended readings, view additional educational videos that are provided by IICS and accessible on Google Drive\*, and complete other homework assignments as assigned by the instructor.

Upon completion of each course module (usually two classes), students will complete an evaluation form and complete the take-home written exam. The professor responsible for that course will grade the quizzes with a pass/fail. Students who do not pass will need to re-take the class.

The Clinical Sexology component includes Clinical Supervision in the form of Case Consultation, as all students are licensed or certified in their respective fields. Case Consultation is offered in group format on Saturdays from 3:00pm – 4:00pm EST following class or on other scheduled days and times. Case studies are also incorporated into the class time. Students are required to participate in 20 group sessions and present their own case at least once. Group sessions will have no more than six (6) students. Students must also schedule 10 hours of individual or paired Supervision/Case Consultation with an approved Supervisor. They will present cases from their own case files and also from the bank of cases provided by IICS and accessible on Google Drive\*. This will teach the students how to treat a wide variety of cases from the field of sexology. Case Consultation will require presentation of cases using the Case Supervision Form provided so students will learn how to professionally present a case and cover all aspects of a case. All paired Case Consultation takes place via webinar. Students can attend group supervision in person or via webinar.

Upon completion of the Clinical Sexology component, students will take an oral exam. They will be given a set of cases from which to study and prepare, using the Case Supervision Form format, and will then be randomly assigned one of those cases to present at the time of the exam. Three (3) faculty members will comprise the IICS Examination Committee. The student will answer questions relating to each content area and be graded by each committee member on ability to treat content-relevant cases. The committee will evaluate the student according to specified criteria. The grade will be based on the average of the three evaluations. Students must pass with “Able to treat complex cases.” If not able to demonstrate this, they will need remedial work and to re-take the exam with a new set of cases.

The **Specialty Concentration** education consists of twenty (20) credits and the completion time varies according to specialty, as they each have their own scheduling times. Students will choose one specialty from the available options when they enroll in the program. Scheduling is as follows: The Behavioral and Substance Addiction classes meet one Friday per month. The Hypnotherapy and Sexuality classes meet for two five-day segments on alternate months. The Kink Conscious Education classes meet for five consecutive days and then meet five days once a month. The Transgender Care Therapy classes meet for two four-day segments and include a Clinical Practicum that each student designs with the professor. The Sex Offender Therapist program meets one Friday per month for 10 months and has a

supervision component. The Sexuality and Disabilities program meets one Sunday per month for 10 months and includes an hour of supervision with each class. All classes are offered via webinar and some may be attended in person.

The Specialty Concentration may be taken concurrently with the Clinical Sexology education or during the second year of enrollment.

All specialties may be attended either in person or via synchronous live webinar.

Each Specialty Concentration consists of didactic instruction utilizing a variety of teaching techniques as in the Clinical Sexology component. In some specialties, such as Hypnotherapy and Sexuality, students will practice techniques and video record for review by the instructor. Students will need to complete the required reading and are given a variety of homework assignments that are designed to give them the knowledge and experience to be experts in their fields. They are provided with the curriculum with descriptions of all requirements at the beginning of their program and the professors review these with the students and are available for further consultation if needed.

Students will have one additional year after completing their Clinical Sexology and Specialty Concentration in which to complete the **Dissertation or Doctoral Project**, which is worth twenty-two (22) credits.

Both the dissertation and the doctoral project require a significant literature review. The distinction between the two is that the dissertation will postulate a hypothesis, which the methodology and statistical analysis will support or not. A Doctoral Project will involve the design and implementation of an intervention for a sexual issue or concern, the need for which was suggested by the literature review.

Students will have the benefit of committee members who are experts in the particular field of interest. A committee chair will be chosen by the Dean of Students from the IICS faculty and the student will choose two committee members from their field of interest. The research may build on the Specialty Concentration the student studied or will have a sexology/sex therapy focus and will make an original contribution to the field of Sexology.

It is expected that as the students have completed Master's Degrees in a Healthcare-related field, they will have taken graduate level courses in Research Methodology and Statistics, and will have completed research in their graduate programs.

As part of the Dissertation/Doctoral Project portion of the program, IICS offers ancillary classes in Research Methodology and in Statistics. For those students who want or require additional guidance in completing a Dissertation/Doctoral Project, our Dissertation Coordinator offers tutorials and office hours to guide students.

Students will be provided with ideas for their Dissertation/Doctoral Project throughout their program and faculty will help them fine-tune their ideas and give guidance with methodology. This is in addition to the input of their committee members.

A total of ninety-six (96) credits are required for completion of the entire program. Course descriptions are below.



\*IICS uses Google Drive to store all the program literature, class recordings, handouts, curricula, educational videos, PowerPoints, instructional videos, supervision recordings, and individual student activity logs. These are all organized in folders and view-only access is given to students as to relevance to that student. For example, all students are given access to the IICS Student Room folder, which includes the Orientation document, catalogue, and more; but only students in the Behavioral and Substance Addiction specialty will have access to that folder. All students have access to the Group Supervision recordings, but the individual supervision recordings are available only to the student in that session. Students need to create a Gmail email address in order to access Google Drive.

## Program Breakdown

PROGRAM BREAKDOWN BY COURSE				
Course Number	Course Title	Credit Hours	Pre-requisite	Instructor
	<b>Clinical Sexology Education</b>			
CLS 701	Sexual and Reproductive Anatomy and Physiology	3		Dr. Clark
CLS 702	Developmental sexuality	3		Dr. Volker
CLS 703	Gender-identity	3		Dr. Clark Dr. Volker
CLS 704	Socio-cultural factors in sexual values and behavior	3		Dr. Rodriguez-Miller
CLS 705	Diagnosis of Sexual Dysfunctions and Disorders	3		Dr. Clark
CLS 706	Medical factors related to sexuality and sexual functioning	3		Dr. Clark, Dr. Sahly, Dr. Williams
CLS 707	Interaction between sexuality and dynamics of interpersonal and family relationships	3		Dr. Clark
CLS 708	Victims and Victimology	3		Dr. Clark
CLS 709	Research on Sexual Dysfunctions, and Disorders	3		Dr. Roszler
CLS 710	Sexual Offender Treatment	3		Dr. Clark
CLS 711	Legal Ethical and Forensic Issues in Sex Therapy	3		Dr. Clark
CLS 712	Treatment of Sexual Dysfunctions and Disorders	3		Dr. Clark
CLS 713	Risk Assessment with Sex Offenders	3		Dr. Clark
CLS 714	Sexually Transmitted Infections	3		Dr. Sahly
CLS 715	Sexual Abuse Treatment	3		Dr. Clark, Dr. Volker
CLS 716E	Sexual Pharmacology - Elective	1.5		Dr. Williams, Dr. Sahly
CLS 717E	Non-Monogamous Lifestyles - Elective	1.5		Ms. Gentillé
CLS 718E	Enhancing Intimacy and Passion - Elective	1.5		Dr. Rodriguez-Miller
CLS 719E	Sexuality and Disability - Elective	1.5		Dr. Volker
CLS 720E	Pornography and Media Addiction- Elective	1.5		Dr. Rob Weiss
CLS 721E	Sexuality and Substance Abuse - Elective	1.5		Dr. Rodriguez-Miller
CLS 722E	Pelvic Floor Physiology - Elective	1.5		Dr. Calista Powell
CLS 723E	Human Trafficking	1.5		Dr. An Goldbauer
CLS 801	Clinical Supervision included with class credit	3	CLS 701- CLS 715	Dr. Clark, Dr. Batista Dr. Volker Dr. Rodriguez-Miller,
	<b>Total</b>	<b>54*</b>		

- CLS 716E – CLS 723 E are worth 1.5 credits each
- CLS courses may be taken in person or via live webinar
- 45 credits for core courses and 6 credits for 4 elective

RES 901	<b>Research Dissertation or Doctoral Project</b>	<b>22</b>	Committee Members Minimum one IICS Board Member
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### Specialty Concentrations

All students enrolled in the Clinical Sexuality Program are required to complete one concentration. A concentration consists of eight courses and is offered in five different areas: Behavioral and Substance Addiction, Hypnotherapy and Sexuality, Transgender Care, Kink Conscious Education and Sex Offender Therapy.

The course content for each of the concentrations is as follows:

<b>Behavioral and Substance Addiction</b>				
BSA 701	Principles of Addiction and Treatment	2		Dr. Clark
BSA 702	Evaluation, Assessment & Co-occurring Disorders	2		Dr. Clark
BSA 703	Service Modalities & Models of Treatment	2		Dr. Clark
BSA 704	Family Systems & Co-Dependency	2		Dr. Clark
BSA 705 A	Treatment Planning and Relapse Prevention – Part A	2		Dr. Clark
BSA 705 B	Treatment Planning and Relapse Prevention-Part B	2		Dr. Clark
BSA 706 A	Medical, Mental Health, & Pharmacology Part A	2		Dr. Clark
BSA 706 B	Medical, Mental Health, & Pharmacology Part B	2		Dr. Clark
BSA 707	Ethical and Behavioral Standards	2		Dr. Clark
BSA 708	Cultural Diversity & Special Populations	2		Dr. Clark
	<b>Total</b>	<b>20</b>		

- BSA courses may be taken in person or via live webinar

<b>Hypnotherapy and Sexuality</b>				
HYP 701	Principles of Hypnotherapy	2		Dr. Batista
HYP 702	Foundations of Hypnotherapy	2		Dr. Batista
HYP 703	Advanced Practice of Hypnotherapy 1	2		Dr. Batista
HYP 704	Advanced Practice of Hypnotherapy 2	2		Dr. Batista
HYP 705	Ethical Practice of Hypnotherapy	2		Dr. Batista
HYP 706	Sexual Dysfunction Treatment 1	2		Dr. Batista
HYP 707	Sexual Dysfunction Treatment 2	2		Dr. Batista
HYP 708	Clinical Application with Special Populations	6		Dr. Batista
	<b>Total</b>	<b>20</b>		

- HYP courses must be taken in person AND via live webinar as noted.

<b>Transgender Care Specialization</b>				
TGC 701	Foundations of Transgender Care	1		Dr. Clark Dr. Volker
TGC 702	Transition Challenges	1		Dr. Clark

				Dr. Batista
TGC 703	Legal & Ethical Issues	1		Ms. Lam Dr. Batista
TGC 704A	Medical Intervention: Hormones	.5		Dr. Goldbauer, Dr. Volker
TGC 704B	Medical Intervention: Surgeries	.5		Dr. Clark, Dr. Volker
TGC 705	Evaluation, Assessment, and Differential Diagnoses	1		Dr. Clark Dr. Batista
TGC 706A	Transition through the Lifespan 1: Child and Adolescent Care	.5		Ms. Lam, Dr. Volker
TGC 706B	Transition through the Lifespan 2: Senior Care	.5		Dr. Batista
TGC 707	Treatment Planning and Therapeutic Issues	1		Dr. Clark, Dr. Batista
TGC 708	Cultural Competency, Religion, and Spirituality	1		Dr. Volker, Ms. Lam
TGC 709	Counseling Families and Partners	1		Dr. Volker, Dr. Batista
TGC 710	Transgender Psychiatry and Pharmacology	1		Dr. Williams
TGC 801	<b>Clinical Practicum &amp; Supervision</b>	10	TGC 701-708	All
	<b>Total</b>	<b>20</b>		

- TGC courses may be taken in person or via live webinar

<b>Kink Conscious Education Specialization</b>				
KCT 701	Analysis and Assessment of BDSM in Culture	4		F. Gentillé
KCT 702	History & Science of BDSM	4		F. Gentillé
KCT 703	Sociological Framework of Kink Communities	2		F. Gentillé
KCT 704	Treatment of Sexual Differentiation within Couples	2		F. Gentillé
KCT 705	Gender, Sexual Attraction & Relationship Design	2		F. Gentillé
KCT 706	Review of Research on Kink/BDSM	2		F. Gentillé
KCT 707	Contemporary Analysis of BDSM in Media	2		F. Gentillé
KCT 708	Intersectionality Between Kink/BDSM and Trauma	2		F. Gentillé
KCT 709	Supervision included with class credits			F. Gentillé
	<b>Total</b>	<b>20</b>		

- KCE courses will be taken partially in person and partially via live webinar

<b>Sex Offender Therapy Specialization</b>				
SOT 701	Reproductive anatomy and sexual physiology	2		Dr. April Young
SOT 702	Developmental Sexuality	2		Dr. April Young
SOT 703	Development of Sexual Arousal Patterns	2		Dr. April Young
SOT 704	The Sexual Offender	2		Dr. April Young

SOT 705	Interactions between sexuality and the dynamics of interpersonal and family relationships	2		Dr.April Young
SOT 706	Evaluation of Juvenile and Adult Sexual Offenders	2		Dr.April Young
SOT 707	Juvenile Treatment	2		Dr.April Young
SOT 708	Adult Sex Offender Treatment	2		Dr.April Young
SOT 709	Treatment of Special Populations	2		Dr.April Young
SOT 710	Risk Assessment- Research and Instruments	2		Dr.April Young
SOT 711	Supervision included with class credit			Dr.April Young
	Total	<b>20</b>		

<b>Sexuality and Disability</b>				
SDT 701	Historical Context: What is Ableism? What is Sexual Ableism?	2		Dr. Kevin Isabel Perez
SDT 702	Overview of Congenital Physical Disabilities and How they can Affect Sexual Functioning	2		Dr. Kevin Mintz Cheryl Cohen- Green Isabel Perez Lourdes Rios
SDT 703	Intellectual Learning and Psychological Disabilities Overview (Sexual Consent Issues, Etc.)	2		Dr. Kevin Mintz Cheryl Cohen- Green Isabel Perez Lourdes Rios
SDT 704	Sex and Autism 101	2		Dr. Kevin Mintz Cheryl Cohen- Green Isabel Perez Lourdes Rios
SDT 705	Working with parents, families, partners, and the disability social support system	2		Dr. Kevin Mintz Cheryl Cohen- Green Isabel Perez Lourdes Rios
SDT 706	Sexuality and Acquired Disabilities: SCIs, TBIs, STIs, etc.	2		Isabel Perez
SDT 707	Disability and Sex Work	2		Dr. Kevin Mintz Lourdes Rios
SDT 708	Disability and Alternative Sexual Lifestyles (LGBTQ+, BDSM, etc.)	2		Dr. Kevin Mintz
SDT 709	Aging Disability and Sexuality	2		Cheryl Cohen- Green Lourdes Rios
SDT 710	Sexuality and Dementias	2		Dr. Kevin Mintz Cheryl Cohen- Green
	Total	<b>20</b>		

	<b>TOTAL PROGRAM (Clinical Sexology + Specialty Concentration + Research Dissertation or Doctoral Project):</b>	<b>96</b>		
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## Faculty

Carol L. Clark, PhD - Institute for Advanced Study of Human Sexuality  
 Marilyn K. Volker, EdD - Institute for Advanced Study of Human Sexuality  
 Tracy Rodriguez-Miller, PhD - American Academy of Clinical Sexology  
 Maylin Batista, PhD - American Academy of Clinical Sexology  
 Francesca Gentillé, BA – Marquette University  
 April Young, PhD – International Institute of Clinical Sexology  
 Janis Roszler, PhD – International Institute of Clinical Sexology  
 Yazmine Marimon, PhD-International Institute of Clinical Sexology  
 David Williams, DNP- Robert Morris University  
 Norah Sahly, MD- King Abdulaziz University  
 Kevin Mintz, PhD-Stanford University  
 Lourdes Rios, MS- Carlos Albizu University  
 Isabel Perez, MS-Florida International University  
 Cheryl Cohen-Green-PhD- Institute for Advanced Study of Human Sexuality  
 James Gigliello, PhD – Northcentral University  
 Stuart Leviton, Esq.- The University of Texas at Austin School of Law  
 Rob Weiss, PhD – International Institute of Clinical Sexology  
 Samantha Robinson, PhD – International Institute of Clinical Sexology  
 Calista Powell, PhD – International Institute of Clinical Sexology  
 Jessica Lam- Life Coach

## Course Descriptions

### Clinical Sexology Education

#### **CLS 701 - Sexual and Reproductive Anatomy and Physiology**

**3 Credits**

Course content will include 1) exploration of cultural beliefs and messages about sex and the human body; 2) developing an understanding of how these impact optimal sexual functioning; 3) describing male and female reproductive processes (menstrual cycle, menopause, sperm production and ejaculation); 4) describing internal male organs and prostate problems; describing the role of hormones in male and female sexual behavior; 5) applying Masters and Johnson four-phase sexual response cycle and Kaplan's three-phase cycle of sexual response in a clinical setting.

#### **CLS 702 - Developmental Sexuality**

**3 Credits**

Course content will include 1) describing the process of psychosexual development and how individual patterns of sexual orientation and behavior develop through the interaction of biological, social, cultural, and psychological factors; 2) developing a practical understanding of sexuality in infancy, childhood, and adolescence, adult sexuality and relationships; 3) teaching students to provide sex education to children, adolescents, and adults according to their developmental status.

#### **CLS 703 - Gender Identity**

**3 Credits**

This course will focus on 1) the gender identity spectrum; 2) the therapist's role in treating gender variant clients; 3) therapeutic needs of transitioning people throughout the lifespan; and 4) assisting family members and partners of transitioning people.

#### **CLS 704 - Socio-Cultural Factors in Sexual Values and Behavior**

**3 Credits**

This course explores sexuality from historical, religious, and cultural perspectives. It will focus on 1) Various cultural sexual practices, such as genital mutilation, polygamy, and castration; 2) The primary influences on sexuality in the Western World, originating from the Torah and the Bible; 3) Sexual diversity as it exists in various subcultures within the United States; and 4) how the media and the internet influence sexual attitudes and behavior.

#### **CLS 705 - Diagnosis of Sexual Dysfunctions and Disorders**

**3 Credits**

This course will define atypical sexual behavior in the context of culture, history, and the law. It will cover DSM diagnoses for sexual dysfunctions and paraphilias, differential diagnoses for sexual dysfunctions and how to distinguish as well as understand the causes. Students will learn how to define and diagnose sexual addiction, complete a diagnostic interview and be able to screen for medical causes of dysfunction.

#### **CLS 706 - Medical Factors Related to Sexuality and Sexual Functioning**

**3 Credits**

This course will define the DSM sexual disorders with medical origins and focus on symptoms, factors increasing susceptibility, and prevention. Students will learn how major disabilities may affect sexual function and expression; coping and enhancement strategies for people with disabilities; how surgical procedures may affect a woman sexually, physically, and emotionally; hormone replacement therapy; the incidence of, symptoms of, and treatment alternatives for penile cancer, testicular cancer, prostatitis, benign prostate hyperplasia, and prostate cancer.

### **CLS 707 - Interaction between Sexuality & Dynamics of Interpersonal & Family Relationships 3**

#### **Credits**

This course will focus on 1) the various theories about love, attraction and attachment, i.e.: Sternberg, Lee, Gottman, et.al. and the brain chemistry of attraction; 2) how cultural and social influences determine and impact relationships and family structures; 3) strategies for communication and negotiation in relationships and how to implement therapeutic interventions with couples and families; 4) how sexual orientation, transgenderism, sex addiction, and alternative lifestyles impact family relationships; and 5) how sex becomes the presenting problem in relationships while hiding underlying issues, including lack of intimacy and/or control.

### **CLS 708 - Victims and Victimology**

**3 Credits**

This course will define the terms related to victims and victimology. Students will learn to recognize types of victims and issues specific to type. Content will include bias toward victims, victim-blaming, and issues between victims and the criminal justice system; it will also cover the process of restorative justice. Students will learn to utilize a variety of interventions appropriate to victim type.

### **CLS 709 - Research on Sexual Dysfunctions and Disorders**

**3 Credits**

This course will cover the advantages and disadvantages of the following research methods: case study, survey, direct observation, and experimentation. Students will become familiar with the major sex researchers and their contributions to the field, including Henry Havelock Ellis, Richard von Krafft-Ebing, Sigmund Freud, Theodore Hendrik van de Velde, Alfred Kinsey, Leah Schaefer, Masters and Johnson, Helen Singer Kaplan, National Health and Social Life Survey. Students will review recent research relating to sexual functioning and become familiar with the major research journals.

### **CLS 710 - Sexual Offender Treatment**

**3 Credits**

This course will focus on 1) defining the types of sex offenders as per the DSM 5; 2) defining the legal definitions related to sex offending; 3) recognizing the differing dynamics and underlying motives related to stranger rape, acquaintance rape, child molestation, incest, sexual harassment, sex addiction and paraphilias; 4) best treatment practice according to the type of offense, including cognitive-behavioral, trauma intervention, medical, and group therapy; 5) assessment and treatment of the family of a sex offender; and 6) developing and implementing a treatment plan for sex offenders under supervision.

### **CLS 711 - Legal, Ethical and Forensic Issues in Sex Therapy**

**3 Credits**

This course will review the Codes of Ethics of several organizations, including ATSA and AASECT. It will cover the basics of Ethical Decision Making and ethical questions related to specific areas, such as conversion therapy. Students will learn how therapists and psychologists come to violate the laws regarding sexual relationships with patients and be able to clearly differentiate between the therapist-patient relationship and the forensic arena and understand the boundaries of each. The course will also focus on forensic assessment and testifying in court.

### **CLS 712 - Treatment of Sexual Dysfunctions and Disorders**

**3 Credits**

This course will review the differing diagnoses and the underlying characteristics that will determine treatment. It will cover different treatment interventions based on nature of the disorder and dysfunction and students will learn to be able to effectively implement behavioral, cognitive, and trauma interventions according to individual cases. It will discuss how to incorporate risk reduction into any therapeutic intervention.



**CLS 713 - Risk Assessment with Sexual Offenders****3 Credits**

This course will focus on 1) differentiating between types of sexual offenses and assessing the risk in each category; 2) research on risk assessment and recidivism; 3) actuarial and static risk assessment tools and how to use them in a clinical setting; 4) the impact and effectiveness of supervised release and community control on offender's risk of recidivism; and 5) how to assess effectiveness of psychological, behavioral, and chemical treatment of sex offenders.

**CLS 714 - Sexually Transmitted Infections****3 Credits**

This course will cover the statistics for age and population groups regarding prevalence of the various STIs. It will describe cause, incidence and transmission, symptoms and complications, and treatment for viral and bacterial STIs, as well as vaginal infections and ectoparasitic infections, including pubic lice and scabies. It will cover the basics of HIV: what it is, how it is transmitted, how transmission is prevented and which populations are more susceptible to transmission and why.

**CLS 715 - Sexual Abuse Treatment****3 Credits**

This course will focus on 1) types of sexual abuse as categorized by behavior, victim, and offender; 2) first response strategies when someone has been abused; 3) how to assess level of trauma and identify mediators of trauma; 4) diagnosis of PTSD symptoms; 5) the principles of recovery: Empowerment, Establishing Safety, Remembrance and Mourning, and Reconnection (from Judith Herman, M.D.); 6). Utilization of a variety of trauma interventions and treatments, including EMDR, Rapid Reduction Technique, and Critical Incident Stress Debriefing as applied to sex abuse.

**CLS 716E Sexual Pharmacology****1.5 Credits**

This course will focus on 1) medications prescribed for medical or psychiatric illnesses and the effect on sexual functioning, 2) the effect of illicit drugs on sexual functioning, and 3) medications prescribed for the treatment of sexual dysfunctions and disorders.

**CLS 717E Non-Monogamous Lifestyles****1.5 Credits**

This course will explore the variations beyond monogamy in sexual and emotional relationships. It will include how clinicians can help clients explore their options and engage in non-monogamous lifestyles responsibly and healthily.

**CLS 718E Enhancing Intimacy and Passion****1.5 Credits**

This course will prepare student to 1) Define Intimacy & Passion; 2) Identify the reasons why a relationship may lose intimacy and passion; 3) Define the Five Senses: See, Hear, Smell, Taste and Touch. Explore how utilizing the Five Senses: See, Hear, Smell, Taste and Touch can enhance intimacy & passion; and 4) Describe different techniques that incorporate the senses for enhancing intimacy and passion.

**CLS 719E Sexuality and Disability****1.5 Credits**

This course will include 1) Barriers faced by teens and adults who are mentally/emotionally challenged; 2) Challenges faced by people with physical disabilities as a result of birth, accident, or military service; 3) Provide strategies and resources for helping individuals optimize their sexual potential.

**CLS 720E Sex, Porn, and Tech Addiction****1.5 Credits**

This course provides non-judgmental insight and clinical understanding sexual addiction/compulsivity and its relationship to both early trauma survival and problems with intimacy and healthy adult sexuality. We will review the relationship between sex/intimacy problems and related co-occurring drug abuse and drug relapse concerns. The material will offer a review of the diagnosis of sexual compulsivity/addiction, explaining the common behaviors and problems encountered by sex addicts, while offering direction toward eliminating problematic sexual behavior. The relationship between sexual addiction and early trauma survival will be reviewed offering clear direction toward sexual sobriety and relationship healing. Material will be offered at a level useful to both the layperson and professional. A thorough introduction into the ways digital technology has led to an escalation in addictive behaviors will be fully explored and explained.

**CLS 721E Sexuality and Substance Abuse****1.5 Credits**

This course will 1) Differentiate between the functions of the limbic system and the prefrontal cortex, 2) Describe the intersection of sexuality and substance use on the limbic system, 3) Describe the link between sexual trauma and substance use, 4) Identify the effects of the major drugs of abuse on sexual functioning, 5) Utilize strategies for teaching healthy sexuality to their recovering clients

**CLS 722E Pelvic Floor Physiology****1.5 Credits**

The pelvic health physiotherapy elective will give practitioners a wider understanding of the pelvis, specifically the pelvic floor and its role within sexual health and dysfunction. The hope is that by the end of the 5 hour elective students will have an understanding of what a pelvic health physiotherapist does in practice and when to refer patients. The elective will emphasize the importance of working on a team in sexual health treatment to provide the best care for patients.

**CLS 723E Sex Trafficking****1.5 Credits**

In this elective students will learn the 1) Dos and Don'ts during the Interview with someone you suspect is trafficked 2) Gain knowledge in typologies of buyers and traffickers and recognize signs and symptoms of coercive Trauma Bonding 3) Review and discuss Case Studies 4) Gain insight into recruiting methods via the Darknet and AIs 5) Describe the role accreditation agencies play in helping combat Human Trafficking

**CLS 801 - Clinical Supervision****3 Credits**

Practicum, as defined by the Merriam-Webster dictionary, is a course of study for teachers, doctors, nurses, etc., that involves working in the area of study and using the knowledge and skills that have been learned in a school.

Students will present cases from their clinical practices and review case studies provided by the supervising instructor. They will apply the major models of sex therapy for clinical social work, marriage and family therapy or mental health counseling. Students will gain and apply skills to develop a personal model of clinical work and practice preferred styles of therapy. They will discuss the co-evolving dynamics of therapist-client relationships, explore distinctive issues that arise in sex therapy and counseling, and address the contextual variables in practice such as culture, gender, ethnicity, power and economics. Students will become familiar with and demonstrate the ethical, legal and regulatory issues of clinical sexology practice. They will discuss the role of evaluation and assess evaluation tools during supervision. The variety of cases will prepare students for the oral examination.

Clients will be engaged through the student's private or agency practice, internet marketing, support groups, and word of mouth. All clients will give Informed Consent to being treated by a student under supervision. As a prerequisite for practicum, students will be licensed or license-eligible to provide counseling to clients independently.

The supervision will be in the form of case consultation sessions where students will present written case logs, excluding identifying information, or case studies from IICS that will be discussed with the supervisor and other participating students. The supervision consists of case discussion and review, reading appropriate materials, and the implementation of treatment interventions by the supervisor. Students will see clients in their own professional offices. Supervision will take place via webinar.

It will be the student's responsibility to maintain a case log during the course of supervision. The log will contain the date, type of case, client's age, gender, marital/relationship status, DSM-5 codes and the modality of therapy used. The supervisor will keep a similar log.

Students will engage in a minimum of 10 hours of individual and 20 hours of group supervision. They will use a combination of cases from their own caseloads as well as case studies provided by IICS. Students will research treatment interventions on their own to incorporate into the presentation.

## **Specialty Concentrations**

### **Behavioral and Substance Addiction**

#### **BSA 701 - Principles of Addiction and Treatment**

**2 Credits**

Course content will include 1) criteria and methods for evaluating models and theories; 2) terms and concepts related to theory, etiology, research, and practice; 3) exploration of the scientific and theoretical bases of treatment from medicine, psychology, sociology, religious studies, and other disciplines perspectives; 4) the continuum of addiction, including initiation, intoxication, harmful use, abuse, dependence, withdrawal, craving, relapse, and recovery; 5) the behavioral, psychological, social, and health effects of psychoactive substances and the interaction with process addictions; 6) differentiation of sex addiction from paraphilic and sex offending disorders.

#### **BSA 702 - Evaluation, Assessment & Co-occurring Disorders**

**2 Credits**

Course content will include 1) utilization of established diagnostic criteria, including but not limited to, current *Diagnostic and Statistical Manual of Mental Disorders (DSM)* standards and current *International Classification of Diseases (ICD)* standards; 2) analysis of how symptoms of addictive disorders are similar to those of other medical and/or mental health conditions and how these disorders interact, in addition to the medical and mental health conditions that most commonly exist with addiction disorders; 3) utilization of a variety of assessment instruments; 4) making appropriate treatment recommendations.

#### **BSA 703 - Service Modalities and Models of Treatment**

**2 Credits**

Course content will include 1) the generally accepted models, such as but not limited to: pharmacotherapy, mutual help and self-help, behavioral self-control training, mental health, self-regulating community, psychotherapeutic, trauma reparation, and relapse prevention; 2) discussion of the philosophy, practices, policies and outcomes of the most generally accepted therapeutic models; 3)

how to utilize motivational enhancement therapy appropriate to the various stages of dependence, change, and recovery.

**BSA 704 - Family Systems & Co-dependency**

**2 Credits**

Course content will include 1) the effects of addiction on significant others and communities within a social, political, cultural, and economic context; 2) discussions on the role of family, social networks, and community systems as assets or obstacles in treatment and recovery processes; 3) the applicable methods for incorporating family and social dynamics in treatment and recovery processes; 4) assessment of the individual treatment needs of partners and children and implementation of appropriate interventions.

**BSA 705A – Treatment Planning and Relapse Prevention - Part A**

**2 Credits**

Course content will include 1) review of Florida Statute 397 related to addiction treatment programs 2) identification of treatment problems, goals and measurable objectives;

**BSA 705B – Treatment Planning and Relapse Prevention – Part B**

**2 Credits**

3) effective development of the treatment plan in coordination with the client; 4) identification of individual relapse triggers and appropriate interventions; 5) development of aftercare recommendations.

**BSA 706 A - Medical, Mental Health, and Pharmacology Part A**

**2 Credits**

Course content will include 1) fundamental concepts of pharmacological properties and effects of all psychoactive substances; 2) medical conditions that contribute or otherwise impact addictive behavior;

**BSA 706 B - Medical, Mental Health, and Pharmacology Part B**

**2 Credits**

3) mental health conditions that require pharmacological intervention and the effect on addictive behavior; 4) review of the current literature regarding medical and pharmacological interventions to treat addiction; 5) evaluation of the assets and liabilities of medical and pharmacological interventions.

**BSA 707 - Ethical and Behavioral Standards**

**2 Credits**

Course content will include 1) review of FCB, ATSA and SAST Codes of Ethics; 2) implementation of the Ethical Decision-Making Model from APA; 3) review of Americans with Disabilities Act legislation and application to addictions treatment; 4) discussion of confidentiality and limits thereof; 5) the range of appropriate responses to crisis situations

**BSA 708 - Cultural Diversity and Special Populations**

**2 Credits**

Course content will include 1) basic concepts of social, political, economic, and cultural systems and their impact on sexual and addictive behavior; 2) various cultural norms, values, beliefs, and behaviors including cultural differences in verbal and nonverbal communication; 3) analysis of research reports and literature identifying risk and resiliency factors for sex addiction, as well as statistical information regarding the incidence and prevalence of sex addiction in the general population and major demographic groups; 4) the unique influence the client's culture, lifestyle, gender, and other relevant factors that influence behavior; 5) impact of addiction on seniors, women, and GLBT individuals and families.

**BSA 801 – Independent Study- Clinical Application**

**Credits included with class**

Students will complete a series of assignments including reading, viewing videos, writing assessments, writing a treatment plan, and attending meetings.

## **Hypnotherapy and Sexuality**

### **HYP 701 Principles to Hypnotherapy**

**2 Credits**

Course content will include 1) All preliminary material before actually hypnotizing clients including suggestibility tests, history and theories; 2) Recognition and classification of subjects including common fallacies we encounter, occupational susceptibility, age and susceptibility of highly impressionable and emotional people, qualifications of clients; 3) How to create rapport with clients; 4) difference between the conscious and sub-conscious mind; 5) Cautions of hypnosis including avoiding possible physical injury, sudden shocks, working through an abreaction; 6) students will observe and critique classmates practicing suggestibility tests.

### **HYP 702 Foundations of Hypnotherapy**

**2 Credits**

Course content will include 1) How to administer a pre-talk; 2) How to hypnotize including the depth stages of hypnosis and emerging procedures; 3) students will learn the 3 step induction procedure, Dr. Flower's Hypnotic Induction Technique, and self-hypnosis; 4) students will learn how to incorporate the Swish Pattern to aid clients in behavior modification; 5) students are introduced to the 6 depth stages of hypnosis and criteria for judging trance depth; 6) students will practice and demonstrate the fundamentals of hypnosis.

### **HYP 703 Advanced Practice of Hypnotherapy 1**

**2 Credits**

Course content will include 1) Understanding the importance of hypnotic suggestion; 2) learn about the 6 elements that make up a chain of suggestions; 3) learn the difference between suggestions, post hypnotic suggestions and anchors; 4) learn the difference between reinforcement and enforcement in suggestion development; 5) differentiating between negative and positive hallucinations and the hyper amnesia phenomena and sensory anesthesia; 6) practice positive action script writing.

### **HYP 704 Advanced Practice of Hypnotherapy 2**

**2 Credits**

Course content will include 1) Practice hypnosis with a classmate using the classmate's positive action script for behavioral change; 2) practice methods to bypass the conscious mind; 3) practice techniques of creating a biochemical response with thought; 3) students will learn to conduct both a weight management and smoking cessation group; 4) pain anesthesia and management; 5) students will practice and demonstrate proficiency in all areas covered to date.

### **HYP 705 Ethical Practice of Hypnotherapy**

**2 Credits**

Course content will include 1) The Code of Ethics and Standards of Practice as set forth by The National Board of Professional and Ethical Standards Hypnosis Education and Certification; 2) The client Bill of Rights; 3) A Guide to Language differentiating the terminology a licensed professional may use as opposed to a non-licensed hypnotist; 4) staying within your realm of expertise; 5) understanding the difference in nomenclature between a hypnotherapist and a hypnotist.

### **HYP 706 Sexual Dysfunction Treatment 1**

**2 Credits**

Course content will include 1) understanding when and how to use hypnosis in the treatment of male sexual dysfunction; 2) writing scripts to address issues of male sexual dysfunction; 3) understanding and overcoming a client's possible discomfort in the pre-talk when the hypnosis addresses sexual issues; 4) using hypnosis to assist the client in overcoming issues with bodily functions such as an inability to

urinate in front of other males, feelings of inferiority or body dysmorphia or other debilitating perceptions.

### **HYP 707 Sexual Dysfunction Treatment 2**

**2 Credits**

Course content will include 1) understanding when and how to use hypnosis in the treatment of female sexual dysfunction; 2) writing scripts to address issues of female sexual dysfunction; 3) understanding and overcoming a client's possible discomfort in the pre-talk when the hypnosis addresses sexual issues; 4) using hypnosis to assist the client in overcoming issues with bodily functions such as feelings of guilt or shame, inferiority or body dysmorphia or other debilitating perceptions.

### **708 Clinical Applications for Special Populations**

**6 Credits**

Course content will include 1) students will demonstrate the pre-talk techniques, 2) students will conduct an intake evaluation; 3) students will demonstrate an induction into hypnosis and will administer suggestions, post hypnotic suggestions and anchors; 4) during the course of the 75 hours of classroom study, students will engage in 25 hours of practice at home in all aspects of hypnosis; 5) students will take a quiz at the end of each weekend class; 6) students will complete a research paper on applying hypnotherapy to a specific sexual dysfunction.

### **HYP 709 Independent Project**

**Credits** included with class

Students will complete a project creating and utilizing interventions learned in class and present to the instructor and classmates.

## **Transgender Care**

### **TGC 701- -Foundations of Transgender Care**

**1 Credit**

Course content will include 1) defining the roles of specialists and mental health professionals as they coordinate transgender care with therapists and professionals and work directly with the transgender population; 2) defining the role of the mental health professional in working with the transgender population; 3) defining the major categories and subcategories of identity related to sex and gender; 4) describing the stages of transition; 5) describing the decisions trans people need to make; 6) describing the challenges trans people face in various life areas; 7) apply Motivational Therapy to the transgender evaluation process. Transgender individuals will present to the class their personal experiences and be available for questions.

### **TGC 702- -Transition Challenges**

**1 Credit**

Course content will include 1) in-depth exploration of the challenges transitioning people face personally, professionally, medically, legally, and with relationships; 2) the therapist's role in helping individuals and families with transition; 3) facilitation between the transgender person and the various systems with which they interact.

### **TGC 703- -Legal and Ethical Issues**

**1 Credits**

Course content will include 1) thorough exploration of the WPATH Code of Ethics; 2) exploration of the legal problems arising from differing laws in various jurisdictions; 3) legal protections or lack thereof currently existing for trans people in the healthcare, correctional, employment, and military systems; and 4) ethical dilemmas regarding minors transitioning.

**TGC 704A- -Medical Interventions Hormones****1 Credit**

Course content will include hormone therapy protocols, hormone effects and side effects, and informed consent.

**TGC 704B- -Medical Interventions Surgeries****1 Credit**

Course content will include various surgical interventions for genital reconstruction, chest/breast reconstruction, and other changes to secondary sex characteristics, contraindications for medical interventions.

**TGC 705- -Evaluation, Assessment, and Differential Diagnoses****1 Credit**

Course content will include 1) thorough review of the WPATH Standards of Care and how to implement the guidelines with transitioning clients; 2) evaluation and assessment protocols, including clinical interview, questionnaires, and testing instruments; 3) assessment of co-occurring disorders and how these impact transition; 4) assessment of body dysmorphic disorders and paraphilic disorders, with treatment recommendations; 5) exploration of personal biases and counter-transference.

**TGC 706A- -Transition through the Lifespan: Child and Adolescent Care****1 Credit**

Course content will include 1) exploration of gender non-conforming behavior among children and adolescents; 2) assessment and evaluation of pre-pubertal children; 3) counseling the family of a gender non-conforming child; 4) appropriate hormonal and surgical interventions for children and adolescents and contraindications; 5) facilitation between the child, family, and various school and other institutions.

**TGC 706B- -Transition through the Lifespan 2: Senior Care****1 Credit**

Course content will include 1) exploration of those issues specific to older transgender people; 2) hormonal and surgical interventions appropriate for a senior person; 3) implementation of family therapy.

**TGC 707- -Treatment Planning and Therapeutic Issues****1 Credit**

Course content will include 1) implementation of a treatment plan based on the assessment and evaluation; 2) writing letters of recommendation for hormone therapy and surgery; 3) writing support letters; 4) exploration of post-hormone and post-surgical issues; 5) treatment of transgender individuals who are experiencing regret and remorse for their transition; 6) **Treatment Planning and Therapeutic**

**TGC 708 Issues Cultural Competency, Religion, and Spirituality****1 Credit**

Course content will include 1) exploration of the impact of different cultures in society and their relations with the transgender community, 2) exploration of the relationship between the major religions and transgender/gender non-conforming people.

**TGC 709- -Counseling the Families and Partners of Trans People****1 Credit**

Course content will include 1) identification of the issues various family members and partners face as a loved one transitions; 2) designing a treatment plan for addressing these issues; 3) various options for family/partners to maintain or develop a relationship with the trans person; 4) helping family/partners re-evaluate and explore their own identities individually and in relationship.



**TGC 710 – Transgender Psychiatry and Pharmacology****1 Credit**

Course content will 1) Review psychiatric diagnoses and relate to trans individuals, 2) Describe the interaction of psychotropic meds and hormone therapy, 3) Implement treatment strategies for suicidal or self-mutilative individuals, 4) Identify those individuals who want to live in the other gender because of trauma, impaired thinking, or other psychiatric diagnosis; 5) Identify personal biases and counter-transference when working with trans individuals and their families.

**TGC 801 – Clinical Practicum & Supervision****10 Credits**

Practicum, as defined by the Merriam-Webster dictionary, is a course of study for teachers, doctors, nurses, etc., that involves working in the area of study and using the knowledge and skills that have been learned in a school.

Students will complete 80 hours of work with transgender clients by developing and providing educational classes, support groups, group therapy, or other intervention to assist the transgender community. They will complete documentation on assessment, treatment planning, treatment coordination, and other presenting clinical issues while under the supervision of a supervising instructor. Clients will be engaged through internet marketing, current support group, and word of mouth. All clients will give Informed Consent to being treated by a student under supervision. As a prerequisite for practicum, students will be licensed or license-eligible to provide counseling to clients in individual settings.

The supervision will be in the form of case consultation sessions where students will present written case logs, excluding identifying information that will be discussed with the supervisor and other participating students. The supervision consists of case discussion and review, reading appropriate materials, and the implementation of treatment interventions by the supervisor. The student will see clients in his/her/hir/their professional office. Supervision will occur via secure internet connection.

It will be the student's responsibility to maintain a case log during the course of supervision. The log will contain the date, type of case, client's age, gender, marital/relationship status, DSM-5 codes and the modality of intervention used. The supervisor will keep a similar log.

Students will also engage in four hours of group case consultation and research a case to present during this time.

**Kink Conscious Education****KCT 701 Analysis and Assessment of BDSM in Culture****4 Credits**

This course is foundational for clinicians to assess their own positive and negative bias toward Kink. It is designed to give clinicians an introduction of the various types kink and BDSM that they will encounter in their medical or therapeutic practice. It will present the modern history of BDSM in a cultural context

**KCT 702 History & Science of BDSM****4 Credits**

This course is designed to give clinicians an overview of the ancient and cross-cultural history of BDSM. Overview of the neurobiology of love and lust. Introduction of the intersectionality of sex positive culture, Tantra and BDSM. Clinical strategies on supporting the client to release shame.

**KCT 703 Sociological Framework of Kink Communities****2 Credits**

This course will provide a classification and description of BDSM terms, communities, safety standards, and relationships. Topics include, but are not limited to, Safer BDSM sensation play and relationship dynamics, contracts, boundaries, negotiation techniques; resources for a client new to BDSM.

**KCT 704 Treatment of Sexual Differentiation within Couples****2 Credits**

This course will focus on how to work with client couples when there is a discrepancy in sexual desire or sexual style. Application to ethics, pathology, interventions, resources and case studies will be included.

**KCT 705 Gender, Sexual Attraction & Relationship Design****2 Credits**

This course will discuss gender identity versus sexual attraction, as well as variations in the spectrum from monogamy to non-monogamy. This course will focus on how to work with clients participating in D/s relationships.

**KCT 706 Review of Research on Kink/BDSM****2 Credits**

This course will focus on presenting the current research in the United States on Kink/BDSM, compiled from the fields of psychology, sociology, and other disciplines.

**KCT 707 Contemporary Analysis of BDSM in Media****2 Credits**

This course will explore and evaluate BDSM/Kink in contemporary culture. Comparisons of cultural perspectives from various world views will be examined. A focus on filmography and social media will be included.

**KCT 708 Intersectionality Between Kink/BDSM and Trauma****2 Credits**

This course will examine the range of healthy and normal sexual vibrancy as it compares with trauma and abuse. Laws, ethics, Interventions and in-depth case studies will be included.

**KCT 809 Supervision****Credits** included with class

Students will meet with the instructor for case consultation and supervision. for two, 2-hour sessions with 3 students each, in which your Case Studies are focused on dysfunctions, disorders, and/or relational/sexual challenges with regards to the Kink Specialty.

**Sex Offender Therapy****SOT 701 Reproductive Anatomy and Sexual Physiology Theories****2 Credits**

This course will provide students with an understanding of the anatomy and physiology of the Reproductive system of both males and females. The course will 1) demonstrate the ability to comfortably discuss sex and the reproductive system; 2) Describe pubertal changes in males and females; 3) Identify the structure and function of the internal and external female reproductive anatomy; 4) Identify and describe the internal male organs and the processes of sperm production and ejaculation; 5) Describe the structure and function of the internal and external male sexual anatomy. 6) Describe the physiological changes during sexual arousal and response, discuss different cycles of sexual response.

**SOT 702 Development Sexuality****2 Credits**

This course will provide students with an understanding of sexual development through the life cycle. Students will 1) differentiate between sex and gender development; 2) discuss identity and sexual diversity; 3) Develop and implement strategies to help parents talk to their children about sex and sexuality. 4) Describe the specific process of sexual development in young children. 5) Describe how biological, social, cultural, and psychological factors affect psychosexual development. 6) Recognize how the teenage brain differs from an adult brain in executive functioning. 7) Describe how adolescents make decisions about sexuality.

**SOT 703 Development of Sexual Arousal Patterns****2 Credits**

This course will provide students with an understanding of the History of Sexual Deviance, Sexual Dysfunctions, Deviance, Disorders, and the relevant DSM Diagnosis. Students will 1) Discuss in general terms the history of sexual deviance; 2) Differentiate normal and abnormal sexual behavior; 3) Discuss relevant sexual related disorders; 4) Describe the different processes of deviant arousal may occur; 5) Describe how biological, social, cultural, and psychological factors contribute to the development of paraphilias. 6) Recognize and discuss normal and deviant sexual fantasies; 7) Recognize sexual dysfunctions that may be of importance when treating sexual offenders

**SOT 704 The Sexual Offender****2 Credits**

This course will provide students with an understanding of the “The Sexual Offender”, Sex Offender Registration and Respective Laws/Acts. Content includes 1) Knowledge of the definition of sexual offender from a legal and clinical perspective; 2) Describe and discuss challenges for therapist in this field. 3) Knowledge of the therapist role in the field of sexual offending; 4) Understand the legislature and history of federal registration and notification; 5) Describe and discuss the effects and perceptions of the sexual offender. registry as they pertain to the offender, public, and the victim; 6. Understand sexual offender subtypes and typologies; 7) Knowledge of sex crimes form legal perspective.

**SOT 705 Interactions Between Sexuality & Dynamics of Interpersonal/Family Relationships****2 Credits**

This course will discuss how sexuality is impacted by interpersonal and family dynamics. Content includes: 1) Be knowledgeable of the Dynamics Within the Family System; 2) Distinguish Between the Different Family Types; 3) Understand the Characteristics of Intimate Relationships; 4) Describe the Purpose of Intimate Relationships; 5) Understand the Common Bonds; 6) Understand the Role of Sexuality Within the Family.

**SOT 706 Evaluation of Adult and Juvenile Sex Offender****2 Credits**

This class will provide clinicians with the knowledge and skills to conduct adult and juvenile risk assessments and psychosexual evaluations. Content includes: 1) Distinguish between the 3 generations of Forensic Assessments; 2) Explain the concept of protection of the public versus best interest of the client; 3) Evaluate level of risk related to type of sex offense; 4) Explain the impact of supervised release and community control on the offender’s risk of recidivism. 5) Identify the subject areas incorporated into a variety of risk assessment tools; 6) Evaluate sex offending within families in conflict. 7) Critique the research on risk assessments and recidivism; 8) Use the various assessment instruments with case studies provided; 9) Describe the interventions used to reduce risk of recidivism.

**SOT 707 Juvenile Treatment****2 Credits**

This course will provide students with an understanding of the complete process of working with juvenile sexual offenders. Content includes: 1) Understand what the term juvenile sex offender and how it relates to treatment; 2) Understand the ways juveniles can enter treatment; 3) Know the difference

and similarities between adult offenders and juvenile offenders; 4) General knowledge of the etiology of juvenile offending and victimization; 5) Understand the juvenile treatment and its multi-disciplinary process; 6) Knowledge of treatment modalities and goals; 7) Understand the importance of the therapeutic relationship with juveniles; 8) Understanding the importance of self-care when working with offenders.

#### **SOT 708 Adult Sex Offender Treatment**

**2 Credits**

This course will provide students with an understanding of the complete process of working with adult sexual offenders. Content includes: 1) Describe and define Adult Sex Offender; 2) Understand the different ways Adults Offenders can enter treatment; 3) General knowledge of the etiology of adult sexual offending and victimization; 4) Understand the adult treatment and its multi-disciplinary process; 5) Knowledge of treatment modalities and goals; 6) Understand the role of the therapist working with Adult Sex Offenders; 7) The treatment process and content; 8) Understanding the importance of self-care when working with offenders.

#### **SOT 709 Treatment of Special Populations**

**2 Credits**

This course will provide students with an understanding of the how to provide effective and current treatment to Special Populations within the sexual offender field of practice. Content includes 1) Understand who is considered “Special populations” when testing sexual offenders; 2) Will have an understanding of prevalence and typologies for each population; 3) Will be knowledgeable with valid instruments and effective treatment approaches for each population; 4) Be familiar with group treatment approaches with special populations; 5) Understand and be familiar with the specific goals of treatment for sex offenders in the victim empathy phase; 6) Effectively educate and assist sex offenders to understand and develop victim empathy; 7) Learn how to overcome offender resistance to this specific phase of treatment; 8) Define terms related to Victimology and Victims; 9) Discuss biased towards Victims and victim blaming; 10) Recognize and discuss issues between victims and the criminal justice system.

#### **SOT 710 Risk Assessment- Research Instruments**

**2 Credits**

Content includes: 1) Become familiar with ethical guidelines for behavioral health professions in the context of sexual offender treatment; 2) Recognize common ethical dilemmas in sexual offender treatment; 3) Become knowledgeable with the ethical standards pertaining to informed consent and limitations of confidentiality; 4) Effective management of conflicts, boundaries, and dual relationships specific to working with sexual offenders; 5) Therapist competence specific to working with sexual offenders; 6) Describe recent changes to the mandatory reporting laws.

#### **SOT 811 – Independent Study- Clinical Application**

**Credits** included with class

Students will complete a series of assignments including reading, viewing videos, writing assessments, writing a treatment plan, and attending meetings.

### **Sexuality And Disabilities**

#### **SDT 701- Historical Context: What is Ableism? What is Sexual Ableism?**

**2 Credits**

Come join the teaching team for an introduction to the program and the key themes that we will explore together. Topics include sexual ableism, the historical legacies of the eugenics movement, and the medical and social models of disability.

**SDT 702- Overview of Congenital Physical and Sensory Disabilities and How they can Affect Sexual Functioning** **2 Credits**

This session provides an overview of how physical and sensory disabilities can shape sexual expression. As with all other classes, we explore both social and medical model-based approaches to working with a broad range of clients with physical and sensory disabilities.

**SDT 703- Overview of Intellectual/Developmental Disabilities (Sexual Consent Issues, Etc)** **2 Credits**

This session provides an introduction to the social and medical factors shaping sexual expression for people with intellectual and developmental disabilities. Particular attention will be paid to the range of intellectual and developmental disabilities, the difference between consent and assent, and different therapeutic and educational strategies for working with this population.

**SDT 704- Sex and Neurodiversity (Autism, ADHD, Learning disabilities, others?)** **2 Credits**

This session builds on the overview of intellectual and developmental disabilities to focus on the social and medical factors shaping sexual expression for people with autism spectrum conditions, ADHD/ADD, and other forms of neurodiversity. Particular attention will be paid to how therapeutic and educational strategies can be adapted for neurodiverse clients.

**SDT 705- Sex and Mental Health Conditions** **2 Credits**

As sexuality professionals, we frequently work with individuals living with mental health conditions, but these conditions are often not considered from a disability perspective. In this session, we discuss the social, medical, and pharmacological factors that can influence sexual identity and expression for individuals with mental health conditions.

**SDT 706- Sexuality and Acquired Disabilities: SCIs, TBIs, STIs, etc** **2 Credits**

Many individuals acquire disabling conditions over the course of the lifespan. This session focuses on how acquiring a disability might influence sexual identity and expression with particular emphasis on a posttraumatic growth perspective.

**SDT 707- Disability and Sex Work** **2 Credits**

Therapeutic and non-therapeutic sex work can be powerful, albeit ethically contentious, means of sexual empowerment for individuals with disabilities. In this session, we explore why sex work is often considered alongside sexual ableism and discuss when sex work is or is not an appropriate therapeutic modality for clients with disabilities.

**SDT 708- Disability and Alternative Sexual Lifestyles/Identities (LGBTQ+, BDSM, etc)** **2 Credits**

This section focuses on the intersection of disability and LGBTQIA+ communities, as well as kink and other non-normative sexual identities and expressions.

**SDT 709- Aging, Disability and Sexuality** **2 Credits**

The aging process often contributes to individuals acquiring disabilities over time. In this session, we discuss the relationship between aging and disabilities, as well as an overview of adaptive strategies and tools to help older adults engage in satisfying sexual expression.

**SDT 710- Sexuality and Dementias****2 Credits**

Alzheimer's disease and related dementias present one of the most pressing public health emergencies today. This session explores the social and medical factors shaping the lives of people living with these conditions, as well as how to address the sexuality-related challenges arising from them.

**Course Prefix and Numbering Descriptions**

<b><u>Prefix</u></b>	<b><u>First Digit</u></b>	<b><u>Second &amp; Third Digit</u></b>	<b><u>Fourth Digit</u></b>
<b>CLS</b> - Clinical Sexology <b>BSA</b> – Behavioral & Substance Addiction <b>TGC</b> - Transgender Care <b>HYP</b> - Hypnotherapy and Sexuality <b>KCT</b> – Kink Conscious Education <b>SOT</b> – Sex Offender Therapy <b>SDT</b> – Sexuality and Disabilities <b>RES</b> – Research Dissertation/Doctoral Project	<b>7</b> - represents Post Graduate Program course <b>8</b> - represents Practicum <b>9</b> - represents Research	Represents the order of classes or course Number	Represents the order of one particular course <b>A</b> -Part 1 <b>B</b> -Part 2 <b>E</b> - Elective

**Course Calendar****Clinical Sexology Education**

<b>Students will attend this track on Saturdays. Classes are every Saturday except for Holidays and Quarter Breaks as per on the Academic Calendar. All classes are held from 9am -3pm, followed by one hour (3pm -4pm) of Group Supervision/Case Consultation.</b>			
<b>Course #</b>	<b>Course Name – Track 1</b>	<b>Part 1 Dates</b>	<b>Part 2 Dates</b>
CLS 716E	Sexual Pharmacology (elective)	TBA	
CLS 702	Developmental Sexuality I&II	1-23-23	2-4-23
CLS 718E	Enhancing Intimacy and Passion (elective)	4-1-23	
CLS 703	Gender Identity I&II	1-28-23	2-25-23
CLS 704	Socio-cultural factors in sexual values and behavior I&II	3-4-23	3-11-23
CLS 705	Diagnosis of Sexual Dysfunctions and Disorders I&II	5-1-23	3-25-23
CLS 706	Medical factors related to sexuality and sexual functioning I&II	2-11-23	4-29-23
CLS 707	Interaction between sexuality and dynamics of interpersonal and family relationships I&II	5-6-23	7-29-23

CLS 717E	Non-monogamous Lifestyles (elective)	6-16-23	
CLS 709	Research on Sexual Dysfunctions, and Disorders I&II	6-24-23	7-8-23
CLS 708	Victims and Victimology I&II	5-20-23	6-3-23
CLS 719E	Sexuality and Disability (elective)	5-13-23	
CLS 710	Sexual Offender Treatment I&II	7-15-23	7-22-23
CLS 711	Legal Ethical and Forensic Issues in Sex Therapy I&II	6-10-23	8-5-23
CLS 712	Treatment of Sexual Dysfunctions and Disorders I&II	8-5-23	9-9-23
CLS 722E	Pelvic Floor Physiology	10-1-23	
CLS 714	Sexually Transmitted Infections I&II	10-14-23	12-9-23
CLS 720E	Sex Addiction (elective)	9-30-23	
CLS 713	Risk Assessment with Sex Offenders I&II	9-16-23	9-23-23
CLS 715	Sexual Abuse Treatment I&II	10-21-23	10-28-23
CLS 701	Sexual and Reproductive Anatomy and Physiology I&II	11-4-23	12-2-23
CLS 721E	Sexuality and Substance Abuse (elective)	11-18-23	

CLS 801	<b>Clinical Supervision</b> Group supervision Individual supervision	Students sign up on supervision booking site
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<b>Clinical Sexology Education – Track 3</b> Students will attend this track in five (5)-day increments for a total of six (6) weeks. Each 5-day increment will be spaced two (2) months apart.	<b>Times</b> 9am-3pm EST (unless otherwise indicated)	<b>Date</b>
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#### February 2023 Parts I

CLS 701	Sexual and Reproductive Anatomy and Physiology I	2-9-23
CLS 702	Developmental Sexuality I	2-10-23
CLS 703	Medical factors related to sexuality and sexual functioning I	2-11-23
CLS 704	Socio-cultural factors in sexual values and behavior I	2-12-23
CLS 705	Diagnosis of Sexual Dysfunctions and Disorders I	2-13-23

#### April 2023 Parts II

CLS 701	Sexual and Reproductive Anatomy and Physiology II	4-27-23
CLS 702	Developmental Sexuality II	4-28-23
CLS 703	Medical factors related to sexuality and sexual functioning II	4-29-23
CLS 704	Socio-cultural factors in sexual values and behavior II	4-30-23
CLS 705	Diagnosis of Sexual Dysfunctions and Disorders I	5-1-23



**June 2023 Parts I**

CLS 706	Gender Identity I	6-8-23
CLS 707	Interaction between sexuality and dynamics of interpersonal and family relationships I	6-9-23
CLS 708	Legal Ethical and Forensic Issues in Sex Therapy I	6-10-23
CLS 709	Victims and Victimology I	6-11-23
CLS 710	Sexual Offender Treatment I	6-12-23

**August 2023 Parts II**

CLS 706	Gender Identity II	8-10-23
CLS 707	Interaction between sexuality and dynamics of interpersonal and family relationships II	8-11-23
CLS 708	Legal Ethical and Forensic Issues in Sex Therapy II	8-12-23
CLS 709	Victims and Victimology II	8-13-23
CLS 710	Sexual Offender Treatment II	8-14-23

**October 2023 Parts I**

CLS 711	Risk Assessment with Sex Offenders I	10-12-23
CLS 712	Treatment of Sexual Dysfunctions and Disorders I	10-13-23
CLS 713	Sexually Transmitted Infections I	10-14-23
CLS 715	Sexual Abuse Treatment I	10-15-23
CLS 714	Research on Sexual Dysfunctions & Disorders I	10-16-23

**December 2023 Parts II**

CLS 711	Risk Assessment with Sex Offenders II	12-7-23
CLS 712	Treatment of Sexual Dysfunctions and Disorders II	12-8-23
CLS 713	Sexually Transmitted Infections II	12-9-23
CLS 714	Research on Sexual Dysfunctions & Disorders II	12-10-23
CLS 715	Sexual Abuse Treatment II	12-11-23

CLS 801	<b>Clinical Supervision/Case Consultation</b>	Group supervision: Following Saturday classes Paired supervision: Scheduled with Student
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**Specialty Concentrations****Behavioral and Substance Addiction Specialization**

Course #	Course Name	Time	Date
BSA 701	Principles of Addiction and Treatment	9am-5pm	2-10-23
BSA 702	Evaluation, Assessment & Co-occurring Disorders Part A	9am-5pm	3-3-23
BSA 703	Service Modalities & Models of Treatment	9am-5pm	3-31-23
BSA 704	Family Systems & Co-Dependency	9am-5pm	5-5-23
BSA 705-A	Treatment Planning and Relapse Prevention Part A	9am-5pm	6-2-23
BSA 705-B	Treatment Planning and Relapse Prevention Part B	9am-5pm	7-7-23
BSA 706-A	Medical, Mental Health, & Pharmacology Part A	9am-5pm	8-4-23
BSA 706-B	Medical, Mental Health, & Pharmacology Part B	9am-5pm	9-16-23

BSA 707	Ethical and Behavioral Standards	9am-5pm	10-7-23
BSA 708	Cultural Diversity & Special Populations	9am-5pm	11-11-23
BSA	Review	9am-5pm	11-11-23

### Hypnotherapy and Sexuality Specialization

Course #	Course Name	Time	Date	Date
			Cohort 1	Cohort 2
HYP 701	Principles of Hypnotherapy	9am-3pm	1-26-23	6-15-23
HYP 702	Foundations of Hypnotherapy	9am-3pm	1-27-23	6-16-23
HYP 703	Advanced Practice of Hypnotherapy 1	9am-3pm	1-28-23	6-17-23
HYP 704	Advanced Practice of Hypnotherapy 2	9am-3pm	1-29-23	6-18-23
HYP 705	Ethical Practice of Hypnotherapy	9am-3pm	1-30-23	6-19-23
HYP 706	Sexual Dysfunction Treatment 1	9am-3pm	2-9-23	7-7-23
HYP 707	Sexual Dysfunction Treatment 2	9am-3pm	3-9-23	8-4-23
HYP 708	Clinical Application with Special Populations	9am-3pm	4-13-23 5-11-23 6-8-23	9-16-23 10-7-23 11-11-23

### Transgender Care Specialization

Course #	Course Name	Time	Date	Date
			Cohort 1	Cohort 2
TGC 701	Foundations of Transgender Care	9am-5pm	2-23-23	9-7-23
TGC 702	Transition Challenges	9am-5pm	2-24-23	9-8-23
TGC 703	Legal and Ethical Issues	9am-5pm	2-24-23	9-8-23
TGC 704A	Medical Intervention: Hormones	9am-5pm	2-25-23	9-9-23
TGC 705	Evaluation, Assessment, and Differential and Diagnoses	9am-12pm	2-26-23	9-10-23
TGC 706B	Transition through the Lifespan 2: Senior Care	9am -4pm	4-20-23	9-28-23
TGC 707	Treatment Planning and the Therapeutic Issues	1pm-5pm	4-20-23	9-28-23
TGC 708	Cultural Competency, Religion, and Spirituality	9am-12pm	4-21-23	9-29-23
TGC 704B	Medical Intervention: Surgeries	9am-12pm	4-21-23	9-29-23
TGC 706A	Transition through the Lifespan 1: Child and Adolescent Care	1pm-5pm	4-22-23	9-30-23
TGC 709	Counseling Families and Partners	9am-5pm	4-22-23	9-30-23
TGC 710	Transgender Psychiatry and Pharmacology	9am-5pm	4-23-23	10-1-23

TGC 801	Clinical Practicum & Supervision	Scheduled with Student
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## Kink Conscious Therapy Specialization

Course #	Course Name	Time	Date	
			Cohort 1	Cohort 2
KCT 701A	Analysis and Assessment of BDSM in Culture	12pm-6pm EST	2-15-23	8-16-23
KCT 701B	Analysis and Assessment of BDSM in Culture	12pm-6pm EST	2-16-23	8-17-23
KCT 702A	History & Science of BDSM	12pm-6pm EST	2-17-23	8-18-23
KCT 702B	History & Science of BDSM	12pm-6pm EST	2-18-23	8-19-23
KCT 703	Sociological Framework of Kink Communities	12pm-6pm EST	2-19-23	8-20-23
KCT 704	Treatment of Sexual Differentiation within Couples	12pm-6pm EST	3-22-23	9-13-23
KC 705	Gender, Sexual Attraction & Relationship Design	12pm-6pm EST	4-26-23	10-11-23
KCE 706	Review of Research on Kink/BDSM	12pm-6pm EST	5-24-23	11-8-23
KCT 707	Contemporary Analysis of BDSM in Media	12pm-6pm EST	6-28-23	12-13-23
KCT 708	Intersectionality Between Kink/BDSM and Trauma	12pm-6pm EST	8-16-23	2-7-24
KCT 801	Clinical Supervision			

## Sex Offender Therapy Specialization

Course #	Course Name	Time	Date
SOT 701	Reproductive anatomy and sexual physiology	9am-4pm	11-18-22
SOT 702	Development Sexuality	9am-4pm	12-16-22
SOT 703	Development of Sexual Arousal Patterns	9am-4pm	1-27-23
SOT 704	Etiology of Sexual Deviance	9am-4pm	2-24-23
SOT 705	Interactions between sexuality and the dynamics of interpersonal and family relationships	9am-4pm	3-31-23
SOT 706	Evaluation of Juvenile and Adult Sexual Offenders	9am-4pm	4-28-23
SOT 707	Juvenile Treatment	9am-4pm	5-26-23
SOT 708	Adult Sex Offender Treatment	9am-4pm	6-30-23
SOT 709	Treatment of Special Populations	9am-4pm	7-28-23
SOT 710	Risk Assessment- Research and Instruments	9am-4pm	8-25-23
SOT 801	Clinical Supervision	Scheduled with Student	

## Sexuality and Disabilities Therapy Specialization

Course #	Course Name	Time	Date
SDC 701	Historical Context: What is Ableism? What is Sexual Ableism?	11am-6pm	6-25-23
SDC 702	Overview of Congenital Physical Disabilities and How they can Affect Sexual Functioning	11am-6pm	7-23-23
SDC 703	Intellectual Learning and Psychological Disabilities Overview (Sexual Consent Issues, Etc.)	11am-6pm	8-27-23
SDC 704	Sex and Autism 101	11am-6pm	9-24-23

SDC 705	Working with parents, families, partners, and the disability social support system	11am-6pm	10-22-23
SDC 706	Sexuality and Acquired Disabilities: SCIs, TBIs, STIs, etc.	11am-6pm	11-19-23
SDC 707	Disability and Sex Work	11am-6pm	1-28-24
SDC 708	Disability and Alternative Sexual Lifestyles (LGBTQ+, BDSM, etc.)	11am-6pm	2-25-24
SDC 709	Aging Disability and Sexuality	11am-6pm	3-24-24
SDC 710	Sexuality and Dementias	11am-6pm	4-21-24
SDT 801	Supervision	Before each class	

## Academic Calendar

	<b>Spring 2023</b>	<b>Summer 2023</b>	<b>Fall 2023</b>
Registration (Open)	9-8-22 to 1-19-23	1-22-23 to 4-1-23	4-24-23 to 8-12-23
Drop/Add Period (one week after attending first class)	9-18-21 to 2-3-23	1-29-23 to 4-9-23	4-29-23 to 9-15-23
Classes Begin (for the quarter)	1-21-23	4-29-23	9-9-23
Last Day of Session (for the quarter)	4-1-23	8-12-23	12-9-23
Holidays	2-18-23	5-27-23 7-1-23	10-7-23 11-11-23 11-25-23
Quarter Breaks	4-8-23 – 4-22-23	8-19-23 – 9-2-23	12-16-23 – 1-6-24

## Program Objectives

Students graduating from the Clinical Sexology program will be able to:

1. Demonstrate comprehensive clinical assessment skills, including the following:
  - Diagnosis of sexual disorders using the DSM-5.
  - Assess for psychological, medical, and pharmacological etiology of sexual disorders. Speakers from various disciplines will lecture and answer questions.
  - Design the appropriate clinical interventions for the diagnosis.
  - Comprise a variety of alternative interventions and a team of providers from other disciplines to for effective treatment of specific sexual disorders.
2. Demonstrate comprehensive skills in clinical intervention during class and case consultation.
  - Students will work with cases from their own practices, other students' practices, and case studies that comprise a wide spectrum of sexual issues.
3. Identify and understand issues related to cultural diversity and individual differences as they affect clinical competencies.
  - IICS will bring speakers from various races and cultures to present during class. Panel members and speakers from around the globe will discuss sexual disorders from their personal

experience and answer questions. Students from various places in the U.S. and other countries will be able to contribute their personal experience and knowledge of various cultures during class and case consultation.

4. Demonstrate the ability as clinical sexologists to serve as clinical supervisors, administrators, and consultants in diverse settings.
  - Graduates will be experts in the field of sexology and as such, will be in supervisory and administrative positions in their respective fields. IICS provides a Clinical Supervision course to prepare students for these roles.
5. Demonstrate the skills to be discerning consumers of scholarly works and research, including studies of empirically based treatment methodology.
  - Throughout the dissertation/doctoral project segment of the program, students will learn how to critique, evaluate, and apply existing research from books and journals. As experts in the field of sexology, graduates will be authoritative voices on various subjects. IICS will prepare them for this role.

#### Definition of Credit Hours

Credit hours are based on quarter credit hours as defined in Rule 6E-1.003, F.A.C. Each quarter credit hour is a unit consisting of a minimum of ten hours of instruction appropriate to the level of credential sought, during a quarter, plus a reasonable period outside of instruction which IICS requires a student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, completion of educational projects, and planned learning experiences appropriate to each specialty component. A practicum experience is part of each program component.

Completion of doctoral research in the form of a dissertation or doctoral project is what qualifies you for a PhD. It says that you are an expert in a particular area and that you have contributed something new to the field.

Dissertations and doctoral projects both involve a considerable amount of research to make you an expert and then writing up your findings in the form of a literature review that leads to identifying a missing piece that you, the doctoral student, will fill in. The difference between them is that a dissertation measures something and a doctoral project creates something.

For example, a dissertation may measure the impact of an external event on the subjects' sexuality; while a doctoral project may create an intervention that will teach people how to address a problem such as having a transgender parent.

Our faculty offers office hours, workshops, and individual guidance throughout the process.

A PhD is a degree that tells the world that you are an expert in a particular area of your field and that you have contributed something original to the field. That is the intention of the dissertation or doctoral project.

A dissertation will include a hypothesis developed from a review of research previously published and that is either supported or not by the data you collect and analyze. A project is also based on existing research and will provide the rationale for an intervention or resource that you will create. Detailed

instructions for the dissertation or project are provided to you in the Dissertation Criteria package in Google Drive. You will need to review this thoroughly before starting your research.

The process begins with submission of a Letter of Intent to the Dean of Students, who will then assign a Dissertation Chair. That person will work with you through completion of your work, using the Dissertation Chair Review form as a guide to what tasks you need to complete and dates due.

While active in the sexology education portion of the program, you are encouraged to brainstorm ideas for your dissertation/project. You may submit your Letter of Intent at any time. If you have not submitted it by month 10 of the program, you will receive a reminder from the Dean that you will be completing your education classes in two months and to finalize your ideas. If you have not submitted the Letter of Intent by month 12, the Dean will send another letter informing you that you have 30 days to submit the letter. If you do not submit it by the end of that time period, you will be referred to the Director, who will work with you on a plan to move forward.

Throughout the program, we will offer dissertation workshops and individual office hours to help you.

IICS works individually with all students to facilitate successful completion and our bestowing upon you a doctoral degree.

### **Satisfactory Academic Progress Policy**

Students will be required to submit written assignments throughout their coursework. The grades for these assignments will be based on Satisfactory/Unsatisfactory criteria. If a student submits an Unsatisfactory paper, s/he/they will be allowed to re-do the assignment, up to two re-submissions, until it is Satisfactory. All assignments must be assessed as Satisfactory before the student can sit for the Oral Exam. If a student disagrees with the instructor's assessment of the assignment, s/he/they may submit an Academic Grievance to the IICS Program Director (hereinafter referred to as the "Director").

Students are required to complete a comprehensive, take-home written exam due by completion of the sexology education program. A copy of this exam will be in the student's individual folder on Google Drive. Students may fill it out as they go but it will not be graded until all classes are completed. If the student does not pass with an 90% correct answer rate, remedial work will be recommended. The Written Exam will need to be successfully completed prior to scheduling the Oral Exam. Students will be Board Certified upon successful completion of the exam and supervision/case consultation sessions.

Upon completion of the 54 credit Clinical Sexology Educational component, each student will meet for an Oral Exam with three (3) Board members who will comprise the IICS Examination Committee. The student will answer questions relating to each content area, cover the Program Objectives described above, and be graded by each committee member on ability to treat content-relevant cases. The committee will evaluate the student according to specified criteria. The grade will be based on the average of the three evaluations. If a student fails the oral exam, they will need to reschedule after 2 months. There is a charge of \$200 to retake the oral exam and a charge of \$75 for subsequent paired supervision or \$40 for group supervision.

### Grading System

Grade Percentage Classification

**Pass:** Able to Treat Complex Cases

**Fail:** Not Competent Yet

**I** – Incomplete

**U**-Unsatisfactory

**S**-Satisfactory

**WP** - Withdrew Passing

**WF** - Withdrew Failing

### Probationary Status

Students must earn a Pass – Able to Treat Complex Cases - to successfully complete the Sexology Education portion of the program. Students will need to achieve a Satisfactory grade in their specialty. Any student not achieving this will be given an I-Incomplete and be required to re-take classes in their weak areas. The student will be given case studies with resources in order to master the subject. The relevant IICS instructor will be available to develop a remedial plan with the student that will address problem areas. The instructor will monitor the student's progress and report to the Director. There will be no additional charge unless the student seeks individual consultation with a consultant outside of IICS.

Students may take up to a year to attain a passing grade. If at any time during the remedial process the instructor and the Director agree that the student is not capable of progressing, the student will be brought in for a meeting to discuss the advisability of continuing the program. At the end of a year, if the student has not attained a passing grade, the student will be dismissed from the program and not allowed to reapply for one year. Re-acceptance will be conditional upon interview with the Director and relevant instructor. Acceptance is not guaranteed.

### Leave of Absence and Voluntary Withdrawal

Students may take a temporary Leave of Absence from the program and return within one year to continue (WP-Withdrew Passing).

Students who voluntarily withdraw from the program may reapply at any time within two years from the date of termination. They will be credited with tuition paid and courses taken but will be accepted as a new student and responsible for the tuition fee at the time of current acceptance. Acceptance is not guaranteed.

### Fee Schedule effective September 2021

#### Total Program Tuition

The Ph.D. in Clinical Sexology is comprised of three segments and the fees are as follows:

1.	Clinical Sexology education	\$10,800.00
2.	Specialty area of education	\$4000.00
3.	Dissertation or Doctoral Project	\$4,400.00
Total Educational Cost:		\$19,200.00
(96 credits at \$200 per credit)		

### Administrative Fees and Costs

Registration Fee (one-time)	\$100.00 (non-refundable)
Transcript Request Fee	\$10.00 (each)
Re-Entry Fee	\$100.00
Duplicate Certificates,	Hard copy \$30
	PDF \$15
Duplicate Diploma:	Hard copy only \$75
Duplicate Student ID	\$30
Oral Exam Cancellation and Rescheduling	\$100
Oral Exam Retake	\$300

Students may work with IICS to formulate a payment plan as specified in **Terms of Payment of Tuition and Fees**. The default payment in this form is \$735 per month over 24 months, or \$588 per month over 30 months.

### Textbooks and Supplies

Students are required to purchase their own textbooks from either retail or online suppliers. The estimated cost for Clinical Sexology is \$240. The Specialty Concentration's cost is dependent on which Specialty Concentration the student selects.

## Terms of Payment of Tuition and Fees

Students have several payment options. Whichever they choose, the entire program must be paid in full to receive the degree and/or transcripts.

### Methods of Payment

Students have the following options for payment schedule:

- Deposit paid at the time of signing enrollment agreement with balance paid prior to starting date.
- Deposit paid at time of signing enrollment agreement with balance paid prior to graduation by a payment plan.

Students may negotiate, at the time of registration, a weekly, monthly, or quarterly payment plan. The balance may be paid in full at any time

If a Specialty Component initiates prior to the student having made four monthly or one quarterly payment, the student has the option to pay the amount totaling four monthly or one quarterly payment or to wait until that Specialty Component is next offered to start the specialty classes.

Payments may be made using credit card, check, PayPal, or money order.



### Delinquent Payments

Upon enrollment, students will complete formal Application and Enrollment Agreements, which include a payment schedule reflecting monthly or quarterly payment amounts. If a student misses a payment, a reminder notice will be sent. The student needs to remit payment immediately or contact the IICS Administrative Office to make payment arrangements.

If a student's payments exceed two months in arrears, a 5% late fee will be added to the late balance each month.

If a student's payments exceed three months in arrears, the student will be notified that a payment must be made within 30 days or the student will be Administratively Withdrawn from the program. If the student wishes to re-enroll, the IICS Board will make a determination regarding acceptance. If the student is accepted, it will be at the tuition rate current at that time and prior payments will be credited towards tuition.

### Student Financial Assistance and Scholarship

IICS does not offer financial assistance nor does it work with any government agency to provide such assistance.

For those who qualify IICS offers a scholarship to applicants who meet financial criteria and demonstrate a need for sexology services in their community.

### **Scholarship Program**

IICS has chosen to make a scholarship program available to provide service to an underserved community and to educate qualified professionals who have minimal financial resources. This scholarship will assist by providing partial funding for mental health professionals and other healthcare providers working primarily with an indigent population or clients with an income at or below poverty level.

Eligible applicants are licensed, registered, or certified mental health professionals (i.e. LMFT, LPC, LCSW, LMHC) or interns in the process of pursuing licensure, or the equivalent in their country of residence. Scholarship candidates must demonstrate a financial need and be able to identify how they will utilize the training to the betterment of the community they are serving.

IICS will award up to a \$9,120 grant towards the \$18,240 tuition to the award recipient. The scholarship committee will evaluate the applicants and decide on the amount to be awarded. All recipients are responsible for the remaining tuition, which may be paid in monthly or quarterly installments.

### **Application Requirements**

1. A personal and background statement written by the applicant (two pages) describing how the IICS Doctoral degree will be applied to career goals and why the applicant is deserving of the award.

2. A proposal ( 4-8 pages) describing the lack of services in the applicant's area of practice and how sex and sexuality intervention and/or treatment will be incorporated into a program that will benefit an underserved community.
3. Complete the online IICS Doctoral Program Application (be sure to include all supporting documents).
4. Complete and sign IICS Financial Aid application;
5. Two professional letters of recommendation in support of the applicant's application and career goals;
6. Sign acknowledgment of the application criteria and requirements (last page of this document).

**Please Note: *Incomplete applications will not be reviewed by the Committee.***

### **Selection Criteria**

A Selection Committee of IICS Board Members will review applications and determine award recipients and the amount of the award. Applications will be judged using the following criteria, listed in order of importance:

- Commitment to sex and sexuality intervention and/or treatment as reflected in the personal statement
- A proposal for a program that will benefit an underserved community, including:
  - a) identification of the community to be served
  - b) a needs assessment
  - c) a description of services to be provided
  - d) an implementation plan
  - e) a quality assurance plan
  - f) resources supporting the information in the proposal
- Program application
- Financial need — both absolute need and need relative to tuition costs
- Letters of recommendation

Scholarship awards will be given to those demonstrating the highest levels of commitment to the profession as communicated in the personal statement, how the training will be utilized to benefit the applicant's community as identified in the proposal, strong letters of recommendation, and financial need.

### **The Award Process**

1. The Selection Committee will meet as needed.
2. If a recipient is unable to attend the IICS Doctoral Program within three months of notification of award, does not begin making payments within one month, or fails to submit a written acceptance within the stated period after being notified of award, the scholarship will be withdrawn. The recipient will be able to reapply in six months.

### **Award recipients are required:**

1. To provide written acceptance of the award
2. To begin payments of recipient's share of the tuition.
3. To notify IICS of any change in address and/or employment.

## Cancellation and Institutional Refund Policy

A student may withdraw from the program prior to taking any classes and will be refunded all tuition paid within 30 days, excluding the Application fee. Withdrawal must be made in person, via Certified Mail, or via email with a return receipt requested.

If a student is terminated, the Cancellation and Refund Policy will be applied. Students may be terminated from the program by the IICS Board for just cause as described under the **Student's Rights and Responsibility** section.

Textbooks are the property of the student and are not subject to refund

IICS has open enrollment, so a student's start date will be based on the first class that student attends.

## Drop/Add Period

Should a student's enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by electronic mail with return receipt, by Certified Mail or by termination.
2. All registration and tuition fees will be refunded if the student cancels within seven (7) business days after signing the student application and making the initial payment, with the exception of the \$100 application fee.
3. Cancellation after the seventh (7) Business Day, but before the first class, results in a refund of all monies paid, with the exception of the \$100 application fee.
4. The drop/add period is the first week at the beginning of each quarter. A student may drop a class/classes without incurring any charges. There will be no refunds for any class/classes dropped following the drop/add week. Those students who enter the program mid-quarter may have (7) days, including weekend, following attendance of first class to drop without incurring charge.
5. Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received. Refund will be calculated based on classes attended. There will be a 5% administrative fee applied.
6. Refunds will be made within 30 days of termination of students' enrollment or receipt of Cancellation Notice from student.
7. Students are encouraged to notify IICS prior to the start of their program segment should they need to take an academic interruption during the program. All academic interruptions must be made in person, electronic mail, or certified letter.

If a student drops one Specialty and adds another, the student will be liable for the cost per credit of any classes taken in the dropped Specialty.

Students may be terminated from the Institute for the following reasons:

- Failure to maintain contracted payment schedule.

- Failure to maintain minimum academic requirements (see “**Grading System**” in the Catalogue).
- Non-adherence to any student responsibilities.

## **Class Attendance Requirements**

Students are required to attend all classes in full to obtain credit. Partial attendance will not be accepted and is audited using the Zoom Reports.

Students may not record any classes using any recording media without the express permission of the Director. This includes phones, tablets, cameras, or other recording devices. It is possible that in the event of a student with a disability needing to record using specialized equipment that permission to record will be granted. Students may take written notes during class.

Students attending via live webinar are required to keep their cameras on to confirm attendance throughout the classes. In the event that a student does not have an operative camera or is unable to keep a camera on, they may request that the instructor otherwise confirm attendance through random requests for audio or chat communication.

Students may miss up to 3 classes. To receive credit, they must watch the recorded class video and submit a summary.

## **Student Services**

The Director, Administrator, and Instructors are all available via email and telephone for all student services.

**Academic Advisement:** The Director, Dr. Clark, has been trained in Admissions and will provide Academic Advisement, consisting of recommendations for specialty areas and dissertation topics. Drs. Volker, Rodriguez-Miller, Williams, and Batista will provide advisement based on their own areas of concentration.

**Financial Aid Advisement:** There is no financial aid for tuition.

**Dissertation Advisement:** The Research Chair offers scheduled classes and office hours to assist students with this process.

**Personal Advisement:** All Board members are able to provide consultation with students experiencing personal difficulties. Board members will not provide therapeutic services, but only referrals and recommendations to the students’ local resources.

**Career Services:** IICS does not provide placement services. IICS will make available to students a list of institutions, agencies, and other venues where their services as Clinical Sexologists may be of value. IICS will also assist students with developing a marketing niche for their individual specialties. Records of initial employment of all graduates shall be maintained. Exceptions to this requirement shall be made for those graduates who attend the institution on a student visa or other temporary immigration status and who do not seek employment in this country.

**Retention Improvement Plans:** IICS will report its retention rate as defined by the Commission with each license review.

## Payment Plan

All students are responsible for the fees as specified **Terms of Payment of Tuition and Fees**. There are no for reduction in tuition or fees.

## Grievance and Appeal Procedure

Grievances generally fall into one of three categories: Academic, Administrative, or Sexual Harassment. Below are the procedures for each. Every student has the right to procedural due process during the grievance and appeal procedure.

Grievances which are substantiated by allegations of capriciousness, arbitrariness, discriminatory treatment and/or are contrary to the class syllabus, may be submitted to the Program Director by the student, in writing, within ten (10) working days from the date of the action or omission involved and after the informal proceedings have been exhausted.

## Academic Grievance and Appeal Procedure

Students who do not maintain their grades as per the Satisfactory Academic Progress Policy and who believe they were graded unfairly may submit an Academic Grievance to the Director and the Board.

1. Academic grievances related to an Unsatisfactory Grade of a written assignment shall be attempted to be resolved by the student requesting a meeting directly with the course instructor. If the Grievance is not resolved, then the student will request a meeting with the Student Advisor. If the Student Advisor is the instructor, then a meeting will be scheduled with the Director. This formal meeting will be scheduled within ten (10) days, when the Student Advisor or Director will have had time to review all relevant information pertaining to the grievance, as well as to review all applicable Florida Rules and Statutes.
2. If the complaint is not resolved or no agreements could be reached, an arbiter will be chosen from the IICS Board. The arbiter will review the student's work or issue and submit his/her decision within 15 working days from the date of the appointment.
3. If the student wishes to appeal the decision of the arbiter, the student may contact the Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888)224-6684.

As per the Satisfactory Academic Progress Policy, students must earn a minimum of a B on the oral exams to successfully complete the program. If the grievance pertains to the oral exam, the student may submit a formal grievance to the Board members who sat on the IICS Examination Committee. They will review their evaluations of the student's performance and respond within fifteen (15) days. If the

grade is not changed but there was disagreement between two members of the IICS examination committee as to the student obtaining a passing grade, the student may be re-examined by another Board member within thirty (30) days. That grade will be final.

### Summary Suspensions

A summary suspension is defined as an immediate suspension decision from IICS. The Director may suspend any student for any major violation as defined in this document, when the conduct involved constitutes a threat to the safety and/or welfare of the Program, instructors, guests or other students; is detrimental to the image or best interest of the Program; or for any other reason stated in any institutional documents. The student will be notified either personally or by certified mail of the summary suspension and the basis for said suspension. Summary suspensions are interlocutory measures which are not appealable.

In cases of summary suspensions, the Director will appoint a Quality Assurance Committee (QAC), made up of two additional Board members, within ten (10) working days from the date of notification to the student of the summary suspension, to determine within fifteen (15) working days of the appointment of the QAC, whether the suspension will be maintained or rescinded and for the adjudication of the charges in a formal procedure. Both issues will be consolidated into one formal hearing. All charges and issues will be included in the notification as required for a formal hearing.

The Director will issue a resolution within fifteen (15) working days of the receipt of the report.

Students whose conduct is found to be unprofessional will be expelled from IICS with no further option to appeal or return. Furthermore, as required by F.S. 490 and 491, a report regarding the unprofessional conduct will be made to the student's licensing board.

### Probation

A student whose conduct is ethically or professionally questionable will meet with two Board members to discuss said conduct. Those Board members may determine that the student's conduct does not merit suspension or withdrawal and place the student on probation for a specified length of time not to exceed one year. During that time, the student's conduct must be exemplary to avoid expulsion. The Board members will specify the exact nature of the conduct and refer the student to the IICS Code of Ethics.

### Administrative Grievances against the Director or an Instructor

Each student who initiates a grievance against IICS or against whom IICS must act has the right to procedural due process.

Grievances are addressed in face-to-face meetings when the complainant chooses to verbalize a problem. If a grievance is presented in writing, the Director will reply in writing and every attempt is made to rectify the issue. If a grievance is unable to be rectified in this manner, another Board member will mediate the issue.

A student may present a grievance against the Director or another instructor for conduct or actions not covered under the Academic Grievances section of this Manual, in the same procedure as an Academic Grievance.

The Director will investigate the grievance. If the grievance is against the Director, another Board member will be appointed to investigate.

1. If the Director determines that the grievance is groundless, the grievance will be dismissed and the student will be informed thereof in writing within twenty (20) working days of date of receipt of grievance.
2. If the Director determines that there are grounds for sexual harassment or discrimination, s/he will notify the parties that the grievance will be investigated by the Board. The Director will send a written notification to the student and the alleged offender of the decision to pursue the grievance as a sexual harassment claim and will schedule a formal hearing.
3. If the Director determines that the alleged offender's conduct was contrary to his/her position as instructor, s/he will present a fact-finding report to the Board for the proper action. This report will not include recommendations. The Board will meet to determine an action, which will include termination of the instructor if the Board agrees with the Director.

### Appeal Procedure

If the student wishes to appeal the Board's determination, then s/he may follow the procedure for a **Formal Hearing**.

### Formal Hearing

A formal hearing is any meeting between Board members or between Board members and a student and/or instructor, for the purpose of assessing any complaints or grievances, and making a determination as to recommendations for resolution of such complaints or grievances. All formal hearings will be documented with minutes noting the time, place, and attendance of the meeting, as well as, the content of the meeting.

Students who feel a grievance is unresolved may refer their grievance to Florida Department of Education's, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, 850-245-3200 or toll free at 888-224-6684.

### Prohibition of Sexual Harassment

Sexual Harassment is defined as: any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature which 1) makes submission to or rejection of such conduct either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or 2) unreasonably interferes with the individual's employment or academic performance by creating an intimidating, hostile or offensive environment.

IICS has a strong policy against sexual harassment and any such behavior will not be tolerated. Instructors and staff are prohibited from dating or other sexual relationships with any student. They are prohibited from making quid pro quo offers to students or in any way creating a hostile learning environment. Complaints from students will be made to the Director, who will meet with the instructor or staff member and formulate a corrective action. An instructor or staff member will be subject to termination if it is determined that a student was sexually harassed.

A sexual harassment allegation will be investigated as an Administrative Grievance (see above). Additionally, if the Director or the arbiter determines that the grievance involves issues of sexual harassment or discrimination, a determination as to any interlocutory measures needed and/or whether charges will be filed and pursued against the offending party under the guidelines of the Equal Employment Opportunity Commission (see [http://www.eeoc.gov/laws/types/sexual\\_harassment\\_guidance.cfm](http://www.eeoc.gov/laws/types/sexual_harassment_guidance.cfm))

### Special Conditions and Requirements to Receive Educational Services from IICS

1. In the case of a student who is found to be lacking in any of the following:
  - a) compliance with the academic and professional requirements as per the student's licensing Board and applicable Code of Ethics for that Board's academic and clinical skills; or
  - b) ethical and interpersonal skills and behavior,

The Director will require an evaluation of the student by a professional in human conduct of the student's choice. The student will be placed on a Leave of Absence status until such time as competence to continue academic and clinical studies is determined. If the student is not competent to resume studies within one year of the Leave of Absence, the student will be terminated from the program. If the student wishes to re-apply, evidence will need to be submitted of ability to maintain conduct in an ethical and professional manner. A determination of re-acceptance will be made by the Director and another Board member.

During the Leave of Absence, a report will be submitted to the Director to determine if and when the student will be qualified to continue pursuing studies in the Program. If, from the evaluation, it is learned that the student needs professional help, the student will be required to seek the recommended professional help. It is the student's responsibility to seek the recommended professional help at their own cost or under their medical plan.

The Director reserves the right to make a determination of the student's status, taking into consideration the best interests of the student and the Program's other students. The Director is not bound by the evaluation submitted by the student's choice of professional and will decide based on professional judgment based on all available information.

If the Director determines that the student violated the licensing Code of Ethics, a report will be made to that Licensing Board advising of the violation.

2. IICS has a clear commitment and policy of compliance with all laws and regulations applicable to qualified students challenged by a disability. Once a qualified student officially notifies the Program Director of the existence of a disability, all attempts will be made to reasonably accommodate the student in accordance with Section 504 of the Rehabilitation Act and Americans with Disabilities Act.



3. When a student is medically, mentally and/or emotionally disabled, which renders them not qualified to receive educational services, such students shall apply for a leave of absence. Should the student decide to return to the Program, medical evidence providing support of the student's request will be required prior to re-admission.

4. A student is not qualified to receive educational services from IICS if they pose a direct or imminent threat to the health, safety or welfare of others, or whose conduct (past or present) of which official knowledge has been obtained, is detrimental to the image or best interest of the Program and its constituencies, and may be summarily suspended.

5. If the Director has reasonable basis to believe that the student is a person challenged by a disability, but otherwise qualified to study in the Program, they may request medical or professional evidence about any disability. All reasonable accommodation alternatives available will be provided. If the student is found not to be qualified to pursue studies in the Program, or if the Director determines that no reasonable accommodation can be made, the student will be notified within twenty (20) working days of the date of the decision.

#### 6. Appeals

The student has 10 (ten) working days to present an appeal through the same process described in the Academic Grievance section.

### Students' Rights and Responsibilities

Students have the right to:

- All statutory rights – laws passed by Congress, privacy right-information in students' records, and protection from improper disclosures; civil or federal right – right secured under the federal constitution or federal civil right law (freedom of expression, assembly).
- Make their own academic decisions.
- Access adequate academic advising.
- Quality instruction and/or educational experiences.
- Access to the instructor throughout each course.
- Information regarding application procedures.
- Information regarding tuition, fees, refund policies and procedures.
- Information regarding how satisfactory academic progress is determined.

Students have the responsibility to:

- Pay all tuition, fees, and other expenses within the contracted timeframes.
- Comply with the IICS Code of Ethics
- Be aware of the educational objectives of the institution, comprehend the IICS evaluation criteria, and maintain satisfactory academic progress.
- Conduct their academic affairs honestly. Students will not cheat, plagiarize, falsify their academic records, or otherwise misrepresent their work.
- Take appropriate action when informed of grade deficiencies.
- Know their due-process guarantees and understand the appeals procedures.

Students may withdraw from the Institute at any time. Financial obligations in the event of withdrawal are described in the **“Cancellation and Refund Policy.”**

Students may be terminated from the Institute for the following reasons:

- Failure to maintain contracted payment schedule.
- Failure to maintain minimum academic requirements (see **“Grading System”**).
- Non-adherence to any student responsibilities.
- Failure to conduct oneself in a professional and/or ethical manner in any institutional or public venue.

Students will be notified in writing of any changes made at the Institution.

## **Facilities**

### **Description of Institutional Facilities**

The physical location of the classroom is 9620 NE 2nd Avenue, Suite 205, Miami Shores, FL 33138. It is in an office building and set up with tables and chairs to accommodate up to 18 students. The facility has three bathrooms.

The administrative facility office is at 9620 NE 2<sup>nd</sup> Ave. Suite 207, Miami Shores, Florida 33138. The administrative assistant works from there and all class preparation and resource materials are there. It is also used as the mailing address. Suite 205 is the business address on the corporation articles.

## **Library**

At time of enrollment all students will be given a membership to LIRN (Library and Information Resources Network). Students will have off campus access to millions of journals, magazines, newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies.

## **Online Delivery Explanation**

Pursuant to Rule 6E-2.0041, F.A.C. Delivery of Programs through Nontraditional Assessments, Modes and Methods.

The following relates to the online delivery:

### **Student orientation:**

Upon registration, all students are provided with a Student Application and Enrollment Agreement, which constitute a contract between the student and IICS. Upon signing and acceptance of the contract, students will be provided with instructions for attending classes via the Zoom platform accessing electronic copies of all materials used in class. Students will need a Gmail email address to be given access to the Google Drive folders which contain video recordings of all classes, the curriculum for each class, and the handouts for each class. Students Activity Logs containing the classes they have attended, payments, and balance information are updated regularly and are accessible in their personal Student

folder on Google Drive. Students will also access and complete online evaluations for each completed content area. The program catalogue is online and accessible to all students.

**Acceptance of transfer credits or credit by examination validation:**

Students may submit all documentation by uploading it to the IICS website or sharing it via Google Drive to IICSPHD@gmail.com. All documents submitted in this way will be delivered via email and sent to a dedicated storage website.

**Additional disclosures (criminal background check, licensure exams, language offered, medical exams/physical requirements, etc.):**

Any additional documentation may be shared via Google Drive.

**The distribution of materials:**

Materials for each class are stored on Google Drive and are accessible with a Gmail email address to which will be sent sharing permissions.

**Examination and evaluation of student work:**

The Zoom platform allows multiple users to interact. Students will be able to sit with examiners in real time. Students will be evaluated throughout the program during the supervision/case consultation sessions. Case studies and research may be uploaded to Google Drive. The oral exams will be administered in person or via live webinar.

**Timely response to students' questions and comments:**

Students may ask questions and make comments during class and during supervision/case consultation. They may also email the instructors and a response will be given within 24 hours. Students are provided with instructors' phone numbers and may call or text at any time.

**Attendance and record keeping:**

The Administrative Assistant (Admin) maintains all student records, which are submitted electronically. Each instructor logs the attendees for each class and provides it to the Admin at the end of the class. The Zoom video recording of the class also has the names of the online students, including the number of minutes they attend. The video recording of each class is maintained on Google Drive for three years.

**Internships/Externships/Labs:**

Students participate in supervision/case consultation with cases in their specialty area. They meet with their consultant via Zoom, which is a secure, HIPAA-compliant platform.

**How transcripts are maintained by school/obtained by students:**

The Admin maintains all records both electronically and in a locked filing cabinet in the school. Electronic storage is via a cloud service and may be accessed by the Admin and Director from their respective computers. All records are password protected.

**Technical support:**

The program has a website manager that maintains the website and is available to students when needed. Zoom tech support is very responsive and is available 24/7 if a student needs help during a class. Prior to beginning the program, an instructor and a new student will do a test session to familiarize the student with how the platform works and confirm that the student has a good internet connection and adequate audio-visual equipment.

**Equipment and supplies used/needed (i.e. operating system):**

The IICS program uses a laptop with an external webcam, microphone, and speakers. The Zoom platform allows the instructor to share the computer desktop so the students may view all power point presentations, documents, and videos as they are simultaneously shown in class. The laptop has a Windows 10 operating system and accesses a high-speed internet connection. All classes are offered simultaneously online via Zoom and in person. The equipment is permanently set up in the Miami Shores classroom. All Instructors are instructed on how to access the meeting link, record the classes, share the screen for presentations and videos, and chat with online students. All Instructors are trained prior to teaching on their own. If there are any problems with the technology, Zoom technical support and the Director or IICS Administration will be available.

Students have a variety of options for accessing their classes online, including a desktop computer, laptop, tablet, or smartphone. They need a current operating system on their device, a webcam and a microphone. Larger screens provide easier visibility for viewing the presentations but are not essential as all students have access to the materials and to the class recordings independently. It is recommended that students use a headset with a microphone for optimal audio quality. Students may either speak their questions or comments or write them using the chat option.

**Group study (if applicable):**

Groups meet weekly following class for supervision/case consultation. They may collaborate with other students on their own. They may coordinate a Zoom meeting with an Instructor.

**The Zoom webinar platform:**

Zoom is an online collaboration, communication and sharing tool used for Web-based meetings, events and classes. Each student will be emailed an invitation to join a scheduled class. Upon opening the email, they will click on the link. Clicking the “invite” button will launch the meeting. Each class has a dedicated password good for that meeting only. The email link will automatically enter the meeting number and password. Students can see the instructor, videos, slideshows and other attendees by clicking “participants.” The instructor can see the students, their chats, and hear them when they unmute their microphones. Below are the minimum system requirements needed by the students.

**Computer Requirements****System Requirements For PC, Mac, And Linux from (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>)**

- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
- A webcam or HD webcam - built-in or USB plug-in

**Supported Operating Systems**

- |                                                                             |                                          |
|-----------------------------------------------------------------------------|------------------------------------------|
| • Mac OS X with MacOS 10.7 or later                                         | • Mint 17.1 or higher                    |
| • MacOS 10.6.8 (Snow Leopard) with limited functionality (Zoom version 3.6) | • Red Hat Enterprise Linux 6.4 or higher |
| • Windows 10                                                                | • Oracle Linux 6.4 or higher             |
| • Windows 8 or 8.1                                                          | • CentOS 6.4 or higher                   |
| • Windows 7                                                                 | • Fedora 21 or higher                    |
| • Windows Vista with SP1 or later                                           | • OpenSUSE 13.2 or higher                |
| • Windows XP with SP3 or later                                              | • ArchLinux (64-bit only)                |
| • Ubuntu 12.04 or higher                                                    |                                          |

### Supported Tablet and Mobile Devices

- [Surface PRO 2 running Win 8.1](#)
- [Surface PRO 3 running Win 10](#)
- [iOS and Android devices](#)
- Blackberry devices

### Supported Browsers

- Windows: IE7+, Firefox, Chrome, Safari5+
- Mac: Safari5+, Firefox, Chrome
- Linux: Firefox, Chrome

### Processor and RAM Requirements

	Minimum	Recommended
Processor	Single Core 1Ghz or Higher	Dual Core 2Ghz or Higher (i3/i5/i7 or AMD equivalent)
RAM	N/A	4Gb

**Note:** Linux requires a processor or graphics card that can support [OpenGL 2.0](#) or higher

### High DPI Support

- High DPI displays are supported in Zoom version 3.5 or higher

### Bandwidth Requirements

The bandwidth used by Zoom will be optimized for the best experience based on the participants' network. It will automatically adjust for 3G, Wi-Fi or Wired environments.

Recommended bandwidth for Meetings and Webinar Panelists:

- For 1:1 video calling: 600kbps (up/down) for HQ video and 1.2 Mbps (up/down) for HD video
- For group video calling: 600kbps/1.2Mbps (up/down) for HQ video. For gallery view: 1.5Mbps/1.5Mbps (up/down).
- For screen sharing only (no video thumbnail): 50-75kbps
- For screen sharing with video thumbnail: 50-150kbps
- For audio VoIP: 60-80kbps

Recommended bandwidth for Webinar Attendees:

- For 1:1 video calling: 600kbps (down) for HQ video and 1.2 Mbps (down) for HD video
- For screen sharing only (no video thumbnail): 50-75kbps (down)
- For screen sharing with video thumbnail: 50-150kbps (down)
- For audio VoIP: 60-80kbps (down)

### HD Camera Suggestions

- |                                                         |                                                            |
|---------------------------------------------------------|------------------------------------------------------------|
| • <a href="#"><u>Logitech PTZ Pro</u></a>               | <a href="#"><u>VTEL HD3000PTZ Camera</u></a>               |
| • <a href="#"><u>Aver VC520</u></a>                     | <a href="#"><u>Vaddio Clearview USB</u></a>                |
| • <a href="#"><u>Logitech ConferenceCam CC3300e</u></a> | <a href="#"><u>Microsoft HD Webcams</u></a>                |
| • <a href="#"><u>Logitech HD Webcams</u></a>            | <a href="#"><u>Hovercam Solo 5 Document and Webcam</u></a> |
| • <a href="#"><u>VDO360 PTZ HD Camera</u></a>           |                                                            |

### USB Speakerphone and Microphone

- |                                            |                                             |
|--------------------------------------------|---------------------------------------------|
| • <a href="#"><u>Revolabs UC500</u></a>    | <a href="#"><u>Yamaha PSP-20UR</u></a>      |
| • <a href="#"><u>Jabra Speak 510</u></a>   | <a href="#"><u>Yamaha YVC-100</u></a>       |
| • <a href="#"><u>Clearone Chat 150</u></a> | <a href="#"><u>Jabra USB Headphones</u></a> |
| • <a href="#"><u>Logitech P710e</u></a>    | <a href="#"><u>Plantronics Headsets</u></a> |

- Plantronics Calisto 600
- Phoenix Quattro3
- Voice Tracker Array Microphones
- Revolab Fusion Wireless Microphones
- Shure Wireless Conferencing System
- MXL Microphones for Conferencing

## Other Peripherals

**Note: Devices support vary with systems. Please test them first.**

- Magewell HDMI capture (Mac or Win)
- Startech Composite/SVideo to USB (Win)
- Blackmagic Design Intensity Extreme (Mac)

## Degree

Students who successfully complete all three sections of the Program will be awarded a Doctor of Philosophy (PhD) degree in Clinical Sexology.

IICS is licensed by the Commission for Independent Education, Florida Department of Education, to offer a PhD degree. Additional Information regarding International Institute of Clinical Sexology may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888) 224-6684.

## Holiday Dates

All national holidays in the United States are recognized and no classes will be held on those days. All religious holidays are respected, regardless of the religion. Should a student have a conflict between a non-national holiday (religious or national holiday from native country) and class or campus schedule, contact the administration or appropriate faculty member for assistance in scheduling.

### 2022-2023

#### Quarter Breaks

12-17-22 through 1-7-23  
4-8-23 through 4-22-23  
8-19-23 through 9-2-23  
12-17-22 through 1-7-23



#### Holiday Weekends

President's Day 2-18-23  
Memorial Day 5-27-23  
Independence Day 7-1-23  
Indigenous People's Day 10-7-23  
Veteran's Day 11-11-23  
Thanksgiving Day 11-25-23



## Notes

## Notes



# *International Institute of Clinical Sexology*



IICS provides Continuing Education under Dr. Carol L. Clark, Florida Department of Health Provider #50-550/BAP585 and offers Continuing Education Units for the Florida Board of Nursing, exp. 10/25; Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling exp. 03/25; and the Florida Board of Psychology, exp. 05/24; Dr. Carol Clark is an approved provider for the American Association of Sexuality Educators, Counselors, and Therapists (AASECT) #11-112B. CE Credits may be applied toward AASECT certification and renewal of certification. The Addictions Therapy Training Institute, owned and operated by Dr. Carol Clark, is approved by the Florida Certification Association, #5094-A **NBCC**. Dr. Carol L. Clark, DBA Therapy Certification Training has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6856. Programs that do not qualify for NBCC credit are clearly identified. Dr. Carol L. Clark, DBA Therapy Certification Training is solely responsible for all aspects of the programs.