Bachelor of Sexology (Baccalaureus Sexologiae) BS  9 modules  480 credits

Module 1   BIS-401   (50 credits)

Introduction to Sexology
This module introduces students to the science of sexuality, namely sexology. First of all the students need to distinguish between the three different concepts of sex, sexuality and Sexology. Then they must be able to research and to reflect the history of sexology as well as the contributions of various pioneers in Sexology (with specific reference to the pioneers’ epistemological value to Sexology). The core of this module is to guide students to internalise the theory of Sexology (its unique locus, its own field of study & its own methodology) firmly grounded in meta-theories, basis theories and praxis theories.

Module 2   BSI-402   (50 credits)

Sexual Identity
This module introduces the student to all the different interactive facets of Sexual Identity, namely, gender differentiation (biological-chromosomal), gender defining (social declaration), gender identification (psychological-intentional), gender role (social behavioural), gender side (Jung’s *anima*-male and *animus*-female sides), sexual orientation (hetero-, homo-, bi-, a-sexual), sexual preferences (sensuousness), sexual lifestyles (sexual behaviour) and sexual self-image and -self-esteem. Students must be able to know, understand and describe Gender Identity Disorders which are characterized by strong and persistent cross-gender identification accompanied by persistent discomfort with one's assigned sex. *Gender identity* refers to an individual's self-perception as male or female. The term *gender dysphoria* denotes strong and persistent feelings of discomfort with one's assigned sex, the desire to possess the body of the other sex, and the desire to be regarded by others as a member of the other sex. The terms gender identity and gender dysphoria should be distinguished from the term *sexual orientation* which refers to erotic attraction to males, females, or both.

Module 3   BSB-403   (50 credits)

The Sexual Body
The purpose of this module is to enable students to understand, identify and describe the anatomy as well as the physiology of both the male and the female internal and external sexual body. Graphical identification of the anatomic is also required. The students must be capable of identifying which of the male and female genitalia are homologous to each other, but on the other hand also be able to identify the most fundamental biological distinction between male and female. The students need to define primary sex organs, secondary sex organs, and secondary sex characteristics; describe spermatogenesis as well as oogenesis and the sexual cycle, naming all the passages it travels; and state the names, locations, and functions of the accessory reproductive glands. Furthermore the students need to describe the resulting changes in the body, the principal signs of puberty, the stages of meiosis and contrast meiosis with mitosis, and the sequence of cell types in spermatogenesis, and relate these to the stages of meiosis. Students must also be able to describe a sperm/egg cell, to describe the composition of semen and functions of its components, to name the hormones that regulate female reproductive function, and to state their roles.
Module 4  BDS-404  (60 credits)

Developmental Sexology

The purpose of this module is to study the sexological development from an integrated sexological perspective (including the bio-psycho-socio-cultural aspects). Developmental Sexology includes the sexual being & non-being as well as the sexual functioning & dysfunctioning at all the different stages of childhood, adolescence, adulthood and old age.

The students must be able to integrate the various developmental psychological theories (e.g. S Freud, E Erikson and Sears) and interpret it from a developmental sexological perspective.

Students need to understand and to reflect the three phases of childhood sexological development, namely the pre-natal period, infancy and later childhood sexuality before puberty and/or adolescence. Specific childhood sexuality topics to be studied include the following: the child as an individual sexual being from birth, parents and childhood sexuality, society and childhood sexuality and sexual interaction between children and other children.

It is essential that students understand the difference between puberty and adolescence, the physical-sexual development of teenagers and the personal and social implications thereof, the development of sexual identity during adolescence, autoerotism and sexual experimentation during adolescence, the relationship between parents, the society and teenagers regarding sexuality and the sexual interaction between teenagers and other teenagers.

Students need to understand that young adulthood (age 20 to 40) is characterized by the peaking of biological development, the assumption of major social roles, and the evolution of an adult self and life structure when sexuality and sexual relationships become increasingly important. During this developmental period extending from early to middle adulthood, numerous subjects related to sexuality are relevant – love, premarital sexuality, marriage, homosexual relationships, extramarital sexuality, childbearing and divorce.

Students are introduced to middle adulthood and the male and the female climacterium characterized by a decrease in biological and physiological functioning.

Crucial topics regarding old age sexuality include: Erectile dysfunction (ED), Alzheimer and diabetes, perceived to be too old to be sexual active, sexuality in old age homes and physical and physiological changes.

This is a very comprehensive module and it encompasses sexological development of childhood, adolescence, adulthood and old age. It covers the whole life span from conception to death.
Module 5  BRS-405  (50 credits)

Relationship Sexology

The core of this model is to know, understand and identify the complexity of sexuality in a relationship. An in depth scientific knowledge on the theories of communication, love, sex, intimacy as well as the daily living together of couples is essential. Students are provided with study material such as academic theoretical literature as well as empirical social research case studies and practical workshops. The students need to understand the individual diversity of needs and wants as well as gender differences regarding sex, intimacy, emotional-, financial- and family security and the knits and grits of living together every day. Students also need to understand the sexual complexity of being single and how to manage one’s sexuality and one’s need for love and intimacy optimum.

It is required that students are able to understand and identify a variety of dysfunctions in a relationship such as a lack of communication, personality incompatibility, libido incompatibility, different needs, wants and expectations, different backgrounds, changing external and internal environments, the impact of the developmental stages on the relationship, interpersonal and intrapersonal dynamics, the impact of the family on the relationship, being too close together (symbiosis) or being too far apart (living in two different worlds), the impact of the workplace on a relationship, monogamy and polygamy, affairs, sexual permissiveness and many other challenges.

Counseling skills and the training of students as relationship counselors requires a module on its own (see Module 6)

Module 6  BCS-406  (50 credits)

Counseling Sexology

Counseling Sexology is a core module in this course. Students need to be able to define counseling. They must know how it differs from other mental health disciplines and examine its history. Counseling is a process guided by theory. Students need to be skilled in all three major stages of the counseling process: a) building a counseling relationship b) working in a counseling relationship and c) termination of the counseling relationships. For each stage, the universal qualities and problems associated with it are outlined as well as the sensitive context of sexuality.

Students also need to understand the importance of a counselor's personhood, characteristics, and background. All students need to be theoretically and practically well-trained in order to work ethically and legally with diverse clients. The purpose of this module is to enhance the student-practitioners' competency, skills and techniques from a theoretical, systemic and practical counselling sexological perspective. Students need to understand, identify and manage the expectations and concerns of the counselee. Students are to be trained in communication skills as well as listening skills. This module will empower students to counsel in a multicultural and pluralistic society.

Students must describe and internalize major theories of individual counseling. The theories are among the most popular in the profession: Psychoanalytic and Adlerian approaches to counseling, Person-centered, Existential, and Gestalt approaches to counseling, Rational-Emotive Therapy and Transactional Analysis, Behavioral, Cognitive-Behavioral and Reality Therapy as well as the Systems Theory for marriage and family counseling. Although students need to study all the theories, they are allowed to focus on a
counseling theory of their choice to practice during workshops, case studies and group sessions. Sexuality counselors see people who have a wide range of problems and work with them in multiple ways. Specialty counselors should have general skills and knowledge of what other counselors do in case they need to make a referral. Likewise, counselors who are generalists need specialty skills if they are to be effective in the overall process of helping. The counselors’ identification of sexual disorders and dysfunctions will be covered in depth in Modules 7 and 8.

Module 7  BCLS-407  (60 credits)

Clinical Sexology

Clinical sexology encompasses both sexual functioning (healthy) as well as sexual disorders and dysfunctioning. It is essential that students know and understand healthy male and female sexuality. Sexual desire contains a complex combination of endocrinological, physiological, intra-psychological and interpersonal-relationship elements. The female and male sexual response cycle is easy to be demarcated and to be described and students will enjoy it.

The core of this module, however, is that students must be able to identify, understand and give a detail description (based on DSM IV TR) of all the male and female sexual dysfunctions, sexual disorders as well as the complex phenomenon of paraphilia. Sexual dysfunctions include a) Sexual Desire Disorders (Hypoactive Sexual Desire Disorder and Sexual Aversion Disorder), b) Sexual Arousal Disorders (Female Sexual Arousal Disorder and Male Erectile Disorder) c) Orgasmic Disorders (Female Orgasmic Disorder, Male Organismic Disorder and Premature Ejaculation) d) Sexual Pain Disorders (Dyspareunia and Vaginismus) e) Sexual Dysfunction Due to a General Medical Condition as well as f) Substance-Induced Sexual Dysfunction.

Students need to know and understand all the different paraphilia. They must be aware of the current debate on paraphilia in the proposed DSM V and be able to distinguish between pathological and non-pathological paraphilia. Examples of Paraphilia are: Exhibitionism, Fetishism, Frotteurism, Pedophilia, Sexual Masochism, Sexual Sadism, Transvestic Fetishism and Voyeurism.

Module 8  BPS-408  (60 credits)

Pathological Sexology

Forensic sexology is a relatively new and complex field where sexology as a science meets the court of law. Students must be able to define forensic sexology. More and more professionals in sexology are being asked to testify in court as expert or lay witnesses. They need to know and understand the sex counselor’s role as a witness in court and issues in dealing with sex offenders as an expert witnesses. Students must identify, understand and be able to counsel sexual trauma, coercion sex, incest, sexual violence, child abuse / molestation, acquaintance rape and physical abuse, domestic violence, false memory syndrome, victim empathy and victimology and most importantly, when and to whom to refer. Students will be trained in compulsivity management, arousal control, anger regulation and relapse prevention.

Students need to define rape and how to differentiate between date rape, gang rape, marital rape, incestual rape, prison rape, war rape, statutory rape and other forms of rape. They must know what motivations rape and the different causes of Rape. Common Rape Situations False reporting and false accusations
Students must have a basic knowledge and understanding of the definition, etiology, prevalence, basic treatment and the prevention of HIV & Aids.

Students must be able to identify, understand and give a detail description of most of the STD’s and they must know how to counsel the prevention of SDS’s as well as whom to refer to.

**Module 9  BES-409  (50 credits)**

**Ethical Sexology**

All students must know and understand *Society’s* perceptions, emotions and actions regarding sex and sexuality. This includes the media and sex, the difference between erotica and pornography, the internet and sex, the law and sex and many other aspects.

Students must know and understand the complexity of a multi-cultural society and the major impact of culture on sex, sexuality and sexology. They need to know how to counsel parents, teachers and school children with sensitivity and respect for different cultures.

Students must be able to define, understand and describe the different approaches towards ethics. The core of this module is for the students to know, understand and internalize a comprehensive ethics of sex. Students need to know and understand the professional code of Ethics for Professionals in Sexology.