CPSY 4040 Issues in Forensic Psychology II:

Human Sexuality & Gender-Based Violence

Course Syllabus

Winter Quarter 2021

DU-GSPP Forensic Psychology

Mondays 3:15-6:05pm

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**COURSE DESCRIPTION**

This course is a survey of issues and attitudes associated with human sexuality. The course takes a historical and contemporary psychological view on a wide variety of sexual behaviors; theory and research on biological, developmental, cultural, and psychological aspects of human sexuality and sexual behaviors; and political and social issues involved in current sexual norms and practices. This course will also cover issues related to gender-based violence. Students will learn about evidence-based assessment and treatment for victims of gender-based violence. The course will also cover assessment and treatment approaches for individuals who sexually offend. Credit Hours: 3

**COURSE OBJECTIVES**

1. Gain an understanding of the basic theories, concepts, and research related to the psychology of human sexuality and sexual behavior.
2. Understand sexuality in terms of reproduction, intimacy, sensuality, identity, and sexualization.
3. Gain an understanding of different sexual needs and expressions within the context of community, cultural and other environmental influences.
4. Understand human sexual development from a life course perspective.
5. Increase self-awareness regarding personal sexual identity and the development of personal sexual values, biases, and attitudes through familial, cultural, religious/spiritual, societal, and peer influences.
6. Explore personal reactions to the range and variety of sexual needs and expressions, as well as become comfortable discussing issues related to sexuality with others (e.g., clients).
7. Understand the dynamics of gender-based violence and sexual offending.
8. Integrate theoretical knowledge with practice techniques when working with clients who present with sexual issues or advocating for vulnerable populations.
9. Understanding empirically informed assessment and treatment for individuals who sexually offend, as well as professional practice guidelines (i.e., Colorado Sex Offender Management Board, Association for the Treatment of Sexual Abusers).
10. Discuss professional and ethical issues in clinical practice related to sexuality, including establishing and maintaining boundaries and engaging in self-care.

REQUIRED TEXT

* Lehmiller, J. J. (2018). *The Psychology of Human Sexuality* (2nd Edition). Wiley-Blackwell. ISBN: 978-1-119-16470-8.

\*Text is available as an e-book on the DU library website.

* Selected readings on Canvas

SUPPLEMENTAL MATERIALS (not required, but will be referenced in the course)

* Brotto, L. A. (2018). *Better Sex Through Mindfulness: How Woman Can Cultivate Desire*. Greystone Books.
* Brown, A. M. (2019). *Pleasure Activism: The Politics of Feeling Good*. AK Press.
* Chang, S. C., Singh, A. A., & dickey, l. m. (2018). *A Clinician’s Guide to Gender-Affirming Care: Working with Transgender & Gender Nonconforming Clients*. New Harbinger Publications.
* Gunter, J. (2019). *The Vagina Bible*. Citadel Press.
* Hamilton, L. D. (Podcast). [Do We Know Things? (A podcast about sex and relationships)](https://www.doweknowthings.com/)
* Killerman, S. (2017). *A Guide to Gender: The Social Justice Advocate’s Handbook* (2nd Edition). Impetus Books.
* Lehmiller, J. (2018). *Tell Me What You Want: The Science of Sexual Desire and How It Can Help You Improve Your Sex Life*. Da Capo Press.
* Valenti, J. (2010). *The Purity Myth: How America’s Obsession with Virginity is Hurting Women*. Seal Press.

COURSE REQUIREMENTS

This course will involve lectures and guest lectures, class discussions, in-class exercises, debates, and reflection papers. Attendance is required and participation in class discussions is highly encouraged and required.

LEARNING ENVIRONMENT

The educational progress in this course is based on highly collaborative and cooperative efforts with each student responsible for facilitating a shared learning environment. The instructor’s responsibility is to provide a structure within which the students are free to explore, ask questions, and learn. *Please provide feedback to the instructor about how your learning needs can best be met*.

COURSE FRAMEWORK

This course is designed using a *sex positive framework*. From Alexander (2019):

“*Sex positivity* has been described as when individuals (or groups) emphasize openness, nonjudgmental attitudes, freedom, and liberation from sex-negative attitudes and paradigms (Cruz, Greenwald, & Sandil, 2017; Donaghue, 2015). Sex positivity also moves beyond monogamous, procreation-focused sex (Mosher, 2017) and emphasizes the exploration of sexual desire as normative and creative (Williams, Prior, & Wegner, 2013). This perspective incorporates inclusiveness and diversity in approaches to sexuality (Brickman & Willoughby, 2017; Burnes, Singh, & Witherspoon, 2017b). The framework also expands the notion that sexual diversity does not only include solely sexual orientation, but also sexual behaviors and identities (Burnes et al., 2017b). Sex positivity is essential to providing ethical, culturally competent care in clinical and counseling psychology” (p. 50).

In contrast, sex negativity:

“…is linked not only to biases related to sexual practices, but also sexism, racism, homophobia, ableism, and ageism (Glickman, 2000). Sex negativity may include harboring feelings of shame or guilt around sexuality, the idea of sex as bad or negative, discrimination, power/control of other people, binaries, lack of representation, and the idea sex should be for procreation only (Ivanski & Kohut, 2017)” (Alexander, 2019, p. 54).

CHALLENGING AND SENSITIVE CONTENT

* Because sexuality is a highly personal and sensitive topic, and because some students have had specific past negative experiences, reactions to course content and activities will vary and sometimes be unpredictable.
* One of the main things to keep in mind for class discussion is to maintain an atmosphere of respect and active listening. It is expected we will not all share the same thoughts, values, opinions or perspectives, especially related to a topic that brings out very diverse moral, ethical, spiritual, and general issues.
* The content of this course, rooted in current scientific/psychological literature, will likely challenge assumptions you hold about a number of issues (e.g., sex, gender, relationship structures, sexual behavior, sexual orientation). As a result, you may find your participation makes you uncomfortable on occasion. Experiencing dissonance, while not always pleasant at the time, may ultimately prove rewarding and help you in both your professional and personal growth and development.
* Readings and discussions in this course might elicit strong feelings (i.e., anger, discomfort, sadness, confusion, excitement, arousal, humor). If you are struggling with course content, you should reach out to me to schedule a meeting or use the course content to use in your required psychotherapy during this quarter. Communication with your professor can be a helpful in resolving any negative reactions to class experiences that may have occurred.

COURSE ASSIGNMENTS

1. Reflection Papers (27 points):

After each class, you are required to submit a reflection paper—(at least 200 words in length)—in which you address one of the following questions about the readings/lecture material:

1. Novelty/Interest: What idea or finding intrigued you most about this chapter or lecture material and why?
2. Constructive Critique: What was missing or seemed problematic about the position/conclusions in the chapter(s) or article(s)?
3. Application: How might the chapter(s)’s main idea/finding affect your clinical work with clients?

Reflection papers are due every Sunday at 11:59pm on Canvas. Please see Canvas for dates.

1. Development of Gender and Sexual Values, Attitudes, and Beliefs (50 points):

For this paper you will clearly articulate your values, attitudes and beliefs about a variety of topics, and then describe the positive and negative experiences that have directly or indirectly influenced the formation of them. Please choose three topics from among the following, and organize your papers using your choices as subheadings:

* ~~Premarital sex~~
* Same-sex relationships
* ~~Gay adoptions~~
* Contraception / Protection
* Abortion
* Masturbation
* Extra-relational sex (i.e., “affairs”)
* Pornography
* Commercial sex/Sex work
* Comprehensive/safer sex education
* Treatment vs. punishment of individuals who sexually offend
* Fetishes or unusual sexual interests
* Gender performance or gender roles
* Another sex or gender-related topic that is important to you

**A number of factors may have influenced the development of your thinking about these topics; examples include the following:**

* Religious upbringing
* Educational experiences/teachers
* Peers or friends
* The media (music, TV, magazines, movies, etc.)
* Family (involvement, education, family life)
* Cultural or ethnic background
* Social experiences

Do not just write a chronology of your life. You need to describe your gender and sexual attitudes, beliefs, and values and *specifically how they came to be that way.* Also, reflect on how these beliefs might impact your clinical work. The paper has a 6 double-spaced pages maximum. If you are using any references (you don’t need to), they must be APA 7th edition format and will not be included in the page limit. The paper is due Friday, February 5th at 11:59pm on Canvas.

1. Class Debates (30 points):

Three times throughout the term, we will engage in debates about controversial topics in human sexuality. For each debate, two groups (5-6 people each) will prepare a set of either pro or con arguments for and against some resolution. Groups should meet outside of class to prepare their arguments. Arguments may be informed by research and/or by public opinion. Topics will be randomly distributed in class toward the beginning of the quarter.

During the in-class debate, each side will be allowed to present their case for five minutes each

(opening arguments). Then each side will be allowed to refute the other side for five minutes

(cross examination). Finally, each side will field questions from expert witnesses (the class) for

five minutes and have two minutes for a final wrap-up (redirect). The debate will be decided by

a jury of their peers (the rest of the class), but the final decision will not have a bearing on the

grades for the debaters.

1. Course Reflection (50 points):

You will write a paper in which you compare and contrast three things you learned in the class that is new and different from what you believed before coming into this class. Document what your past misconceptions were and why and what the new understanding is. Find at least three professional (from peer-reviewed journals or books by researchers) references in which you use to further support what you have learned. Length should be 6 double-spaced pages (not including the Reference page). The paper is due Friday, March 19th at 11:59pm

1. Class Attendance and Participation (23 points):

Students are expected to attend and actively participate in all classes. Absences will result in a failing grade for any graded activity that was missed, and no make-up will be allowed. If you miss more than one class, you should expect to retake the course another term. Planned absences or those that can be planned are not excused and will result in a deduction of your participation and attendance grade.

GRADING

Your grades will depend on the extent to which your fulfillment of the course requirements demonstrates mastery of the relevant competencies, which include all the competencies listed here (which are evaluated relative to your developmental level): Reflective Practice/Self-Assessment, Relational Skills, Assessment Skills, Intervention Skills, Scientific Knowledge and Methods, Diversity Skills, Ethical/Legal/Professional Skills, and Professionalism. The meaning of these skills is part of the curriculum and will be explained in each class, so you are also required to understand what is expected.

In addition to the point system described above, grades depend on your demonstration of mastery of the competencies this course covers and your fulfillment of the assignments, including productive class participation. Put differently, you cannot get a better grade than B- if your class participation indicates a serious deficiency in one of the competencies. Your grades depend on your demonstration of mastery of the competencies each course covers and your fulfillment of all assignments, including productive and active class participation. Late submission of an assignment will result in the deduction of one full letter grade for each day past the due date.

COURSE POLICIES

**Students with Disabilities, Medical or Mental Health Conditions:**

Students who have disabilities, medical or mental health conditions wanting to request accommodations should contact the **Disability Services Program** (DSP). Information is also available online at the [DSP website](http://www.du.edu/studentlife/disability/dsp/) or see the [DSP Handbook](https://www.du.edu/studentlife/disability-services/media/documents/dsp_student_handbook.pdf).  Students wishing to request COVID-19 related adjustments can find information about the request process by visiting the [COVID-19 Requests](https://www.du.edu/studentlife/disability-services/covid-19/index.html) page on the DSP website or by contact DSP at; 303.871.3241; 1999 E. Evans Ave.; Suite 440 Ruffatto Hall.

**Information about Academic Integrity:**Please examine the University of Denver’s Honor Code, Code of Student Conduct, and Student Rights and Responsibilities documents, which are posted on the website of DU’s Office of Citizenship and Community Standards (<http://www.du.edu/studentlife/studentconduct/index.html>). All members of the University community, including students, faculty, staff, administrators and trustees, are entrusted with the responsibility of observing these ethical goals and values as they relate to academic integrity and must not commit any intentional misrepresentation or deception in academic or professional matters.

**GSPP Resources:**If you have questions or concerns at any time during your training here at the GSPP, you may speak with any professor; your advisor; another faculty member, staff member, or administrator you trust; or Dorothy Hansen, Psy.D., the GSPP Student Advocate (at 303.756.3002 or [dorothyhansen6@gmail.com](mailto:dorothyhansen6@gmail.com)).

**Statement about Professional Writing:**GSPP students are encouraged to take advantage of the Writing Center’s services; discussing writing practices and texts benefits writers at all levels of education and confidence. The Center offers individual consultations and small-group workshops that address everything from generating ideas and navigating new genres to crafting strong sentences and documenting sources. In fall 2020, all consultations and workshops will be offered online via Zoom. For more information, including instructions on how to make appointments, prepare for consultations, and access writing and citation resources, visit <https://portfolio.du.edu/writingcenter>.

#### **Research Center Services**: At this time, the University Libraries Research Center ([**http://libraryhelp.du.edu**](http://libraryhelp.du.edu/)) will be maintaining services virtually through chat and email during our regular hours. Please contact us through chat or email for the quickest response time. All research consultations will be offered virtually through Zoom. Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography.  The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Over 99% of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate. Please check the [**Libraries' COVID-19 page**](https://library.du.edu/covid19/index.html) for up-to-date information on our libraries' services such as [**access to our physical collections, due date extensions, and restrictions on ILL and Prospector**](https://library.du.edu/covid19/borrowing-lending.html). Computer support is available from the[**University Technology Support (UTS) Help Center**](http://www.du.edu/uts/helpdesk/). GSPP works closely with AAC Social Sciences Librarian, Jenny Bowers. Her email is [**jennifer.bowers@du.edu**](mailto:jennifer.bowers@du.edu).

**Religious Accommodations Policy:**

University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

#### **Inclusive Learning Environments:** ([developed by the Faculty Senate](http://www.du.edu/facsen/resources/index.html)) In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others’ communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another’s individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

#### **Mental Health & Wellness**: As part of the University’s Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC). If you seek services at the DU HCC, please be aware that you will be ineligible to accept a field placement or internship at that site due to the potential for problematic dual relationships. A list of psychotherapists is available under the Pioneer Web GSPP tab, in the Student Resources folder. Another helpful resource is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about one of your peers you can submit a report through our Pioneers Care System. More information about HCC, SOS, and Pioneers CARE can be found at:

Health & Counseling Services (<http://www.du.edu/health-and-counseling-center/>)  
Student Outreach & Support and Pioneers Care reporting (<http://www.du.edu/studentlife/studentsupport/>)

#### **Title IX:** Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation.  The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking.  [**The Center for Advocacy, Prevention and Empowerment (CAPE)**](http://www.du.edu/health-and-counseling-center/cape/index.html) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community.  All services are confidential and free of charge. For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE.  After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call. For more information, please visit the Office of Equal Opportunity & Title IX website at [**https://www.du.edu/equalopportunity/titleix/**](https://www.du.edu/equalopportunity/titleix/).

#### **Use of Technology in the Classroom:**

#### Access to the Internet can be a valuable aid to the classroom learning environment. You may be encouraged to use a laptop, smart phone, or other device to explore concepts related to course discussions and in-class activity. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of Facebook, texting, or other off-topic diversions.

#### **Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses: At the University of Denver, we protect the intellectual property of all our faculty, and safeguard the privacy of all our students in online learning environments. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from their online courses. This restriction includes but is not limited to**:

·       Pre-recorded and live lectures

·       Live discussions

·       Discussion boards

·       Simulations

·       Posted course materials

·       Faculty feedback forms

·       Visual materials that accompany lectures/discussions, such as slides

·       Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of all. Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under FERPA.

Students with disabilities who need to record classroom lectures or discussions must contact the Disability Services Program to register, request, and be approved for an accommodation. All students are advised that students may tape classroom activities for this purpose. Such recordings are to be used solely for individual or group study with other students enrolled in the class that quarter/semester. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in that quarter.

Students who violate this policy will be reported to [The Office of Student Rights & Responsibilities](https://www.du.edu/studentlife/studentconduct/index.html) and may be subject to both legal sanctions for violations of copyright law and disciplinary action under *Student Rights & Responsibilities Policies.*

**COURSE SCHEDULE\***

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date | Topic | Chapter |
| *Human Sexuality* | | | |
| 1 | 1/4 | Overview of Syllabus/Introduction to Course  Grad School Sex Ed | Ch. 1 & 2 |
|  |  |  |  |
| 2 | 1/11 | Sexual Anatomy and Physiology  Sexual Dysfunction | Ch. 3, 4, 13 |
|  |  |  |  |
| 3 | 1/18 | HOLIDAY-Dr. Martin Luther King Jr. Day |  |
|  |  |  |  |
| 4 | 1/25 | Sexual Orientation  Gender and Gender Identity  Group Debate #1 | Ch. 5, 6 |
|  |  |  |  |
| 5 | 2/1 | Sex and Disability  LGBTQ+ Populations  *Guest Speaker: Shanna Kattari, PhD*  Development Paper Due Friday, Feb. 5 | Canvas |
|  | | | |
| 6 | 2/8 | Intimacy and Sexual Behavior  Contraception and Safer Sex  Sexual Behavior Across the Lifespan | Ch. 8, 9, 10, 11 |
|  |  | *Gender-Based Violence* |  |
| 7 | 2/15 | Gender-Based Violence  Overview of Trauma Treatment  Group Debate #2 | Ch. 15 |
|  |  |  |  |
| 8 | 2/22 | Sex Offense Assessment  Sexual Recidivism  *Guest Speaker: Emily Gottfried, PhD* | Canvas |
|  |  |  |  |
| 9 | 3/1 | Deviant Sexual Behavior—What is it?  Paraphilias  Group Debate #3 | Ch. 14 & Canvas |
|  |  |  |  |
| 10 | 3/8 | Sex Offense Treatment  SOMB Guidelines  *Guest Speaker: Tom Leversee, LCSW* | Canvas |
|  |  |  |  |
| 11 | 3/15 | Sex Laws & Civil Commitment  Future Directions  Course Reflection Due Friday, March 19 | Canvas |

**COURSE RESOURCES**

**Additional Readings**

American Association of Sexuality Educators, Counselors, and Therapists. (2014). *Code of ethics and conduct for AASECT certified members*. Washington, DC: Author.

American Psychological Association. (2009). *Report of the task force on gender identity and gender variance*. Washington, DC: Author.

American Psychological Association. (2012). Guidelines for psychotherapy with lesbian, gay and bisexual clients. *American Psychologist*, *67*(1), 10-42. <https://doi.org/10.1037/a00246559>

American Psychological Association (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, *70*(9), 832-864. <https://doi.org/10.1037/a0039906>

**Professional Journals**[*American Journal of Sexuality Education*](https://www.tandfonline.com/loi/wajs20)

[*Archives of Sexual Behavior*](https://link.springer.com/journal/10508)

[*Culture, Health, & Sexuality*](https://www-tandfonline-com.du.idm.oclc.org/toc/tchs20/current)[*Feminist Studies*](https://www.jstor.org/journal/feministstudies)

[*Journal of Bisexuality*](https://www.tandfonline.com/loi/wjbi20)

[*Journal of Black Sexuality and Relationships*](https://muse.jhu.edu/journal/671)

[*Journal of Family Therapy*](https://onlinelibrary.wiley.com/journal/14676427)

[*Journal of GLBT Family Studies*](https://www.tandfonline.com/toc/wgfs20/current)

[*Journal of Homosexuality*](https://www.tandfonline.com/loi/wjhm20)[*Journal of Positive Sexuality*](http://journalofpositivesexuality.org/)

[*Journal of Psychology and Human Sexuality*](https://www.tandfonline.com/toc/wzph20/17/1-2?nav=tocList)

[*Journal of Sex and Marital Therapy*](https://www.tandfonline.com/toc/usmt20/current)[*Journal of Sex Education and Therapy*](https://www.tandfonline.com/loi/wzjs20)

[*Journal of Sex Research*](https://www.tandfonline.com/loi/hjsr20)[*Psychology & Sexuality*](https://www.tandfonline.com/loi/rpse20)

[*Psychology of Sexual Orientation and Gender Diversity*](https://www.apa.org/pubs/journals/sgd/)

[*Sex Education: Sexuality, Society, and Learning*](https://www.tandfonline.com/loi/csed20)

[*Sexual Abuse*](https://journals.sagepub.com/home/sax)(ATSA journal)

[*Sexualities*](https://journals.sagepub.com/home/sex)

[*Sexual and Relationship Therapy*](https://www.tandfonline.com/loi/csmt20)

[*Sex Roles: A Journal of Research*](https://www.springer.com/journal/11199)

**Professional Associations**

[APA Division 44 Society for the Psychology of Sexual Orientation and Gender Diversity](https://www.apa.org/about/division/div44)

[APA Division 44 Consensual Non-monogamy Task Force](https://www.div44cnm.org/)

[American Association of Sex Educators, Counselors, and Therapists (AASECT)](https://www.aasect.org/)

[The Association of Black Sexologists and Clinicians](http://www.theabsc.com/)

[Association for the Treatment of Sexual Abusers (ATSA)](http://www.atsa.com/)

[Center for Positive Sexuality](http://positivesexuality.org/)

[Colorado Sex Offender Management Board (SOMB)](https://www.colorado.gov/pacific/dcj/sex-offender-management-board)

[The Society for the Scientific Study of Sexuality (SSSS)](http://sexscience.org/)  
[The International Academy of Sex Researchers (IASR)](http://www.iasrsite.org/)  
[The Society for Sex Therapy and Research (SSTAR)](https://sstarnet.org/)

[National Coalition for Sexual Freedom (NCSF)](https://ncsfreedom.org/)

[Kink Aware Professionals Directory (KAP)](https://ncsfreedom.org/key-programs/kink-aware-professionals-59776)