

The Feminist Research Institute
presents

Sexual Ideology in the Classroom: A Critical Examination of Sexuality Counseling Pedagogy

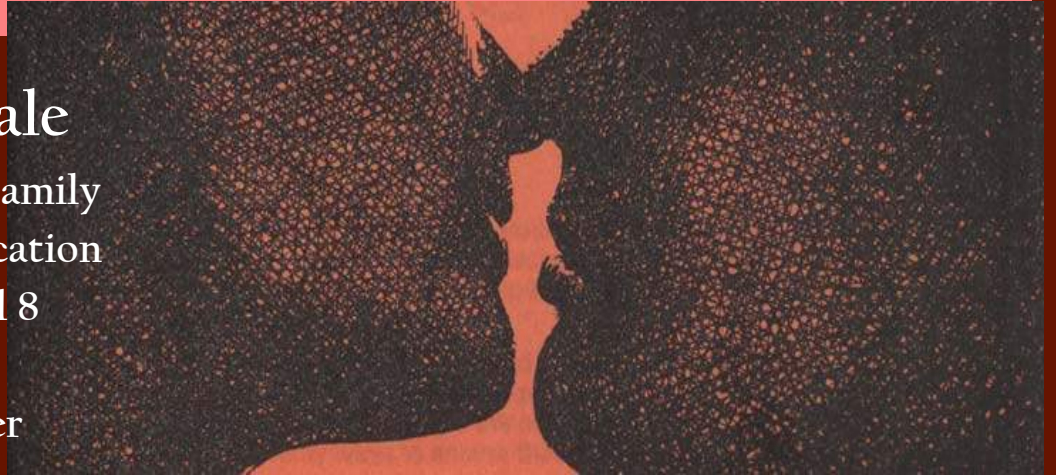
Megan Speciale

Dept. of Individual, Family
and Community Education

Wednesday, April 8

12:00-1:00 PM

SUB Cherry/Silver



Over the past 40 years, the counseling profession and related mental health fields have increasingly recognized the importance of individual sexuality and sexual health (Southern & Cade, 2011). Indeed, counseling professionals often encounter sexuality in a variety of contexts: sex education in schools, individuals and couples with sexual issues, working with perpetrators and/or survivors of sexual violence, working with LGBTQ individuals, and more. Many counseling educators, researchers, and clinicians also regard sexuality as an integral factor of a person's overall wellness (Long, Burnett, & Thomas, 2006; Myers, Sweeney, & Witmer, 2000; Southern & Cade, 2011). Thus, counselor educators must enact a comprehensive approach to human sexuality, which requires a firm understanding of the various facets of individual sexuality, as well as an awareness of issues regarding sexual functioning and the systemic relations that exist between sexuality and the individual's socio-political-cultural milieu.

Scarcely examined, however, are the relationships that exist between educators' ideological perspectives and the explicit and implicit curricular strategies of teaching sexuality. In turn, my dissertation research was structured such to specifically answer the question: How does educator positionality shape sexuality counseling pedagogy and classroom praxis? Utilizing a queer feminist theoretical framework, I will present the findings from the multicase qualitative analysis, focusing on: 1) the role of educator positionality in the sexuality counseling classroom, 2) prevailing sites of ideological interference, and 3) implications for queer feminist sexuality and pedagogy.



Megan Speciale is a graduate of Texas State University and Texas A&M University-Corpus Christi, and is a doctoral candidate in Counselor Education at the University of New Mexico. Megan has worked as a professional counselor in a variety of community settings, focusing primarily on lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual (LGBTQQIA) populations and sexuality wellness. Her academic interests include postmodern perspectives of gender and sexuality in counseling, humanistic counseling and counseling pedagogy, and social justice-oriented counseling research methodologies.

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