



**SCHOOL OF SOCIAL WORK
SEXUAL HEALTH
CERTIFICATE PROGRAM**
UNIVERSITY OF MICHIGAN

Program Course Guide

Sexual Health Certificate Program (SHCP)

Acronym Key

Key to Deciphering the Acronyms Used in the SHCP

CSHE	-	Core Sexual Health Education
ATST	-	Advanced Training - Sex Therapy
ATSC	-	Advanced Training - Sexuality Counseling
ATSE	-	Advanced Training - Sexuality Education
ATSCT	-	Advanced Training - Sexuality Counseling & Therapy
SAR	-	Sexual Attitude Reassessment

**CORE SEXUAL HEALTH EDUCATION (CSHE)
CSHE COURSES 1-6**

CSHE 1

Course Title: Introduction to Sexual Health—Cultural and Biological Underpinnings

Instructors: Day 1: Prem K. Pahwa, LCSW, AASECT Certified Sex Therapist

Day 2: Phillis Mims-Gillum, MD, AASECT Certified Sexuality Counselor

Description:

A starting point for understanding sexual health is understanding how basic biological sex relates to, influences, even collides with culture. The outcome of this complex interaction is what we refer to as sexuality—the totality of a person’s beliefs, attitudes, and behaviors involving sex, all of which are influenced by history, tradition, upbringing, religion, and personal experience.

This course will then examine the issues of sexual anatomy, physiology, and how sexual response changes over the lifespan. The focus will then narrow to a consideration of how sex has been experienced, celebrated, condemned, and controlled throughout history by social and religious institutions. Particular attention will be devoted to the relationship of sex and culture during the past century and how this relationship generates many of the challenges encountered by today’s sexual health professionals.

Objectives:

CSHE 1	
1.	Participants will define and distinguish sex, sexuality, and sexual health in their practice
2.	Participants will identify two elements of the WHO definition of sexual health and describe the role of sexual values in a society in their practice
3.	Participants will give one example of influence of a religion on sexual health and identify the influence of religion on sexual health of individuals in their educational or clinical practice
4.	Participants will give one example of a previously held belief about masturbation and discuss the evolution of sexual values related to masturbation in Western Culture and influence on individuals in their educational or clinical practice
5.	Participants will identify one historical development in the 20th / 21st century that led to greater freedom in sexual behavior and will implement skill in working with individuals who have been influenced by key historical developments in the 20th/21st century that have changed sexual values and behavior in United States culture
6.	Participants will describe post structuralism and discuss characteristics of and developments during the first decade of the 21st century that influence contemporary sexual attitudes and behavior of individuals in their educational and clinical practice

7.	Participants will describe biopsychosocial as it applies to sexual function and will implement skills in working within multidisciplinary and complex organizational and personal systems with individuals in their educational and clinical practice
8.	Participants will identify one challenge in understanding sexual health cross culturally and will implement skills in addressing culturally-influenced challenges encountered by sexual health professionals
9.	Participants will name male and female genitalia and will implement skills in discussing the physiological structures comprising male and female sexual anatomy and typical sexual function with individuals in their practice
10.	Participants will identify differences in the sexual response cycle as described by Masters/Johnson, Kaplan, and Basson and will implement treatment interventions and educational curricula guided by their understanding of sexual response as described by Masters and Johnson, Kaplan, and Basson
11.	Participants will identify one component of the physiology of erectile response and will utilize knowledge of the physiology of the erectile response in education and clinical discussions with individuals in their practice
12.	Participants will identify one aspect representing new theories of female orgasm and will utilize knowledge of new theories about female orgasm based on genetics, evolutionary theory, and hypothesized alternate neuropathways in discussions with and treatment of individuals in their clinical or educational practice
13.	Participants will name one difference between human male and female sexual response and will analyze similarities and differences in human male and female sexual response.
14.	Participants will identify one difference in clitoral size related to aging and will implement skills in discussion of the impact of aging on human male and female sexual response with individuals in their educational and clinical practice
15.	Participants will identify one sexual myth held by many individuals in dominant North American culture and will implement skill in discussion and discounting of common sexual myths held by individuals in their educational and clinical practice

Agenda

05/18/2019	8:00 AM	9:00 AM	Define and distinguish sex, sexuality, and sexual health in practice
05/18/2019	9:00 AM	10:00 AM	Assignment regarding sexual values & society in practice
05/18/2019	10:00 AM	10:15 AM	BREAK
05/18/2019	10:15 AM	11:15 AM	Identifying the influence of world religions on sexual health
05/18/2019	11:15 AM	12:15 PM	Evolution of sexual values in Western Culture and influence
05/18/2019	12:15 PM	1:15 PM	LUNCH
05/18/2019	1:15 PM	2:15 PM	Key historical developments in the 20th century
05/18/2019	2:15 PM	2:30 PM	BREAK
05/18/2019	2:30 PM	3:30 PM	Characteristics of and developments during the first decade of the 21st century
05/18/2019	3:30 PM	4:30 PM	Multidisciplinary and complex organizational and personal systems

05/18/2019	4:30 PM	5:30 PM	Culturally-influenced challenges encountered by sexual health professionals
05/19/2019	8:00 AM	9:00 AM	Male & female anatomy & practicing anatomy instruction
05/19/2019	9:00 AM	10:00 AM	Q&A class discussion on sexual response and implications for treatment
05/19/2019	10:00 AM	10:15 AM	BREAK
05/19/2019	10:15 AM	11:15 AM	Class discussion on the erectile mechanism and implications for treatment
05/19/2019	11:15 AM	12:15 PM	Q&A class discussion on female orgasm and implications for treatment
05/19/2019	12:15 PM	1:15 PM	LUNCH
05/19/2019	1:15 PM	2:15 PM	Similarities & differences in male & female sexual response & tx implications
05/19/2019	2:15 PM	2:30 PM	BREAK
05/19/2019	2:30 PM	3:30 PM	Impact of aging on human male & female sexual response and tx implications
05/19/2019	3:30 PM	4:30 PM	Q&A class discussion on common sexual myths and implications for treatment.

CSHE 2

Course Title: **Medical and Developmental Aspects of Sexual Health –
A Biopsychosocial Perspective Across the Lifespan**

Instructors: **Douglas Braun-Harvey, MFT, Certified Sex Therapist, Certified Sex
Therapy Supervisor**

Description:

This course lays a foundation for much of what comes after in CSHE 3/4/5 and the Advanced Training Courses. It accomplishes this through instructor general lectures and invited guests who will speak on specialized topics. The theme of general and specialized is also present in the readings and in the assignment.

Human development is biological, psychological, and social. Response to sexual development and sexual choices are intertwined with our experience, attitudes, values and knowledge - our sexual health changes and evolves as we ourselves change.

This course provides a biopsychosocial approach to a broad range of important factors that shape sexual health. Physical health, mental health and spiritual health are inextricably linked with sexual health. These four components of overall human health and well-being are informed by adverse childhood experiences, disruptions in sexual development, relationship attachment styles, trauma, ethnicity, race, class, gender and sexual relationship diversity. Case presentations, lectures, videos, guest speakers, experiential exercises, readings and classroom assignments are integrated throughout the course to address these important factors.

The course will use the terms ‘lifespan’ and ‘life course’ to refer to life experience and life challenges. Focus is on sex educational practice with clients/patients with in the context of sex counseling and therapy. This is not a course in methods and practices of sex counseling and therapeutic techniques.

This overview course will further understanding of developmental and physiological changes in sexual desire, arousal and orgasm that occur due to social and biological occurrences (including aging, accidents, illness) across the lifespan. The course will provide a framework for listening to clients within a sexual health conversation skill set utilizing professional ethics and boundaries across lifespan and life experience as a foundation for further specialized learning in future CSHE courses and Advanced Training (AT) courses. Discussion will focus on lifespan learning throughout one’s professional career, including obtaining certifications and ongoing education.

Participants come to the Michigan program from a variety of backgrounds, trainings, and years of experience. This course is one of the two platform courses (CSHE 1 is the other) to prepare you for the biopsychosocial basis for education, counseling and therapy in sexual health.

Objectives: At the completion of this two day class, these objectives will be met:

	CSHE 2
1.	Participants will list three categories for sexual diagnosis and utilize a sexual health assessment and PLISSIT model for education and clinical methods of intervention.
2.	Participants will describe four ways in which Adverse Childhood Experiences (ACES) influence physical, mental, and sexual health and well-being throughout the lifespan.
3.	Participants will identify four relationship attachment styles, and utilize this knowledge to address sexual concerns, problems, and disorders in their educational or clinical practice.
4.	Participants will name five key sexual education milestones from the National Sexuality Education Standards, and use personal reflection and journaling to understand their own consequences for achieving each of these milestones in the course of their personal sexual development.
5.	Participants will identify gender spectrum health clinical methods for children and teens seeking counseling for transgender alignment in an outpatient gender clinic.
6.	Participants will identify one physical therapy intervention for sexual pain disorders and will implement skill in assessing how sexual pain is addressed by clinicians and physical therapists with expertise in pelvic floor muscle physical therapy for individuals in their practice.
7.	Participants will identify one possible negative effect on sexual functioning after childbirth and will implement skills in addressing the possible negative effects on sexual functioning routinely caused by a normal sexual health life transition (e.g. puberty, menstruation, menopause, aging-related changes in sexual function) in their educational or clinical practice.
8.	Participants will identify the sexual health principles of consent and non-exploitation within education and clinical practice, and they will distinguish between the complex concepts of choice, agency, and consent in transactional sexual experiences.
9.	Participants will describe one current controversy on sexual orientation change efforts, and compare mental health professional stances on ethically prohibiting versus discouraging sexual orientation change efforts.
10.	Participants will identify four classes of online sexual experiences, and will critically evaluate education, counseling, and sex therapy interventions that do not aggregate teen online sexual experiences as globally risky for teens.

11.	Participants will identify three sexual health conversation skills for addressing clients' relationships with an STI and/or HIV and one challenge faced by individuals choosing to disclose their current HIV/STI relationship with new or existing partners.
12.	Participants will evaluate one sexual problem which has little sexual science consensus and will implement critical thinking skills around the ethical responsibility of "protecting the client from the therapist" when utilizing experimental sex therapy interventions, or when educating about controversial cultural or scientific sexual behaviors.
13.	Participants will identify one technique for collaborative interdisciplinary communication around their patients/clients sexual health, and will demonstrate knowledge of how to utilize this in their educational or clinical practice.
14.	Participants will give one example of how aging affects sexual function for women and will demonstrate assessment and skill in addressing physiological challenges to sexual response and functioning faced by older men and women (over 60) in their practice.
15.	Participants will identify one common myth about sexual motivation and brain neuroscience and one type of treatment to alter brain responses associated with sexual motivation.

Agenda

06/22/2019	8:00 AM	9:00 AM	Sexual diagnosis, Sexual health assessment, & PLISSIT model
06/22/2019	9:00 AM	10:00 AM	Adverse Childhood Experiences (ACES) influence physical, mental, and sexual health and well-being throughout the lifespan
06/22/2019	10:00 AM	10:15 AM	BREAK
06/22/2019	10:15 AM	11:15 AM	Attachment styles: impact on sexual concerns, problems, & disorders
06/22/2019	11:15 AM	12:15 PM	Sexual education milestones from the National Sexuality Education Standards
06/22/2019	12:15 PM	1:15 PM	LUNCH
06/22/2019	1:15 PM	2:15 PM	Gender spectrum health clinical methods for children & teens seeking counseling for transgender alignment
06/22/2019	2:15 PM	2:30 PM	BREAK
06/22/2019	2:30 PM	3:30 PM	Physical therapy intervention for sexual pain disorders
06/22/2019	3:30 PM	4:30 PM	Negative effect on sexual functioning routinely caused by a normative sexual health life transition
06/22/2019	4:30 PM	5:30 PM	Sexual health principles: consent & non-exploitation: choice, agency, & consent in transactional sexual experiences
06/23/2019	8:00 AM	9:00 AM	Sexual orientation change efforts: stances on ethically prohibiting vs discouraging sexual orientation change efforts
06/23/2019	9:00 AM	10:00 AM	Online sexual experiences: education, counseling, & sex therapy interventions
06/23/2019	10:00 AM	10:15 AM	BREAK
06/23/2019	10:15 AM	11:15 AM	Clients relationships with an STI and/or HIV
06/23/2019	11:15 AM	12:15 PM	Ethical responsibility of "protecting the client from the therapist" when utilizing experimental sex therapy interventions, or when educating about controversial cultural or scientific sexual behaviors

06/23/2019	12:15 PM	1:15 PM	LUNCH
06/23/2019	1:15 PM	2:15 PM	Interdisciplinary communication around their patients/clients sexual health
06/23/2019	2:15 PM	2:30 PM	BREAK
06/23/2019	2:30 PM	3:30 PM	Physiological challenges to sexual functioning & response faced by older men and women (over 60)
06/23/2019	3:30 PM	4:30 PM	Myths about sexual motivation & brain neuroscience & types of treatment to alter brain responses associated with sexual motivation

CSHE 3

Course Title: CSHE 3 Sexual Health Problems

Instructor: Kathryn Hall, PhD

Description:

This course explores the range of sexual difficulties that people experience over the course of life. These include sexual dysfunctions, sexual worry or anxiety, and other sexual problems including paraphilia's and out of control sexual behavior (OCSB). Students will learn the basic concepts and skills involved in the assessment and treatment of this range of sexual concerns. Because sexuality is ultimately about the person(s) experiencing it, we will be examining the experience of sexual difficulties across a broad range of individuals and couples from diverse backgrounds, orientations and stages of life.

Building on the biopsychosocial model of human sexuality, we start this course with the understanding that distress is the key criterion in the definition of a sexual problem. When to focus therapeutic intervention on the distress or on the sex remains a critical issue for assessment and treatment in sex therapy. This dilemma is highlighted in dealing with the controversial issues regarding "sexual addiction" and non-coercive paraphilia's, but it applies to sexual dysfunctions and other sexual problems as well.

Students will have the opportunity to examine their reactions and discomfort in treating patients with diverse sexual problems. This is especially relevant as we delve into the topic of sexual abuse and coercive sex, from the perspectives of treating victims and perpetrators. Throughout the course we will focus on a sexual health model as we find the tools to increase competence and comfort levels.

Objectives:

CSHE 3	
1.	Participants will identify one medical and one psychological cause of sexual dysfunction and will describe common medical and psychological causes of sexual dysfunction in their educational or clinical practice.
2.	Participants will identify one example of the prevalence of sexual dysfunction and will analyze the prevalence of sexual dysfunction in their educational or clinical practice
3.	Participants will identify one medical intervention for sexual dysfunction and will describe common medical interventions for sexual dysfunctions in their educational or clinical practice
4.	Participants will identify one psychological intervention for sexual dysfunction and will construct common psychological interventions for sexual dysfunctions,

	citing empirical evidence for their efficacy in their educational or clinical practice
5.	Participants will describe one sex therapy concern for GLBT individuals and will describe sex therapy issues specific to sexual minorities in their educational or clinical practice
6.	Participants will give one example of the polymorphous nature of human sexuality and will analyze the clinical impact of the polymorphous nature of sexuality in their educational or clinical practice
7.	Participants will identify one characteristic of compulsive sexual behavior and will distinguish between compulsive sexual behavior and robust, healthy sexual behavior in their educational or clinical practice
8.	Participants will identify the six phases of treatment for sexual addiction/compulsion and will implement the six phases of treatment for sexual addiction/compulsion in their educational or clinical practice
9.	Participants will identify one paraphilia and will define “paraphilia” and describe examples of paraphilic behavior
10.	Participants will identify one theory of cause for paraphilic behavior and will employ theories of cause for paraphilic behavior in their educational or clinical practice
11.	Participants will identify one common characteristic of exploitative paraphilia and will analyze common characteristics of exploitative paraphilia
12.	Participants will identify one negative impact of sexual abuse and exploitation on children and adults and will discuss the impact of sexual abuse and exploitation on children and adults in their educational and clinical practice
13.	Participants will compare and contrast trauma-based models and developmental models for explaining the impact of child sexual abuse
14	Participants will identify one aspect of the ‘private right or public menace’ debate on each side and will construct both sides of the debate on whether pornography is a “private right or public menace”
15.	Participants will identify one characteristic of the assessment of forensic offenders and will analyze the assessment issues unique to the forensic evaluation of sex offenders.

Agenda

09/07/2019	8:00 AM	9:00 AM	Common medical and psychological causes of sexual dysfunction
09/07/2019	9:00 AM	10:00 AM	Prevalence of sexual dysfunction
09/07/2019	10:00 AM	10:15 AM	BREAK
09/07/2019	10:15 AM	11:15 AM	Common medical interventions for sexual dysfunctions
09/07/2019	11:15 AM	12:15 PM	Common psychological interventions & research for sexual dysfunctions
09/07/2019	12:15 PM	1:15 PM	LUNCH
09/07/2019	1:15 PM	2:15 PM	Sex therapy issues specific to sexual minorities
09/07/2019	2:15 PM	2:30 PM	BREAK
09/07/2019	2:30 PM	3:30 PM	The polymorphous nature of our sexuality
09/07/2019	3:30 PM	4:30 PM	Compulsive sexual behavior and robust, healthy sexual behavior
09/07/2019	4:30 PM	5:30 PM	Six common phases of treatment for sexual addiction/compulsion
09/08/2019	8:00 AM	9:00 AM	Paraphilias and common variations encountered in a clinical practice
09/08/2019	9:00 AM	10:00 AM	Theories of cause for paraphilic behavior

09/08/2019	10:00 AM	10:15 AM	BREAK
09/08/2019	10:15 AM	11:15 AM	Common characteristics of exploitative paraphilias
09/08/2019	11:15 AM	12:15 PM	Impact of sexual abuse and exploitation on children and adults
09/08/2019	12:15 PM	1:15 PM	LUNCH
09/08/2019	1:15 PM	2:15 PM	Trauma-based models & developmental models: impact of child sexual abuse
09/08/2019	2:15 PM	2:30 PM	BREAK
09/08/2019	2:30 PM	3:30 PM	Current controversies regarding pornography
09/08/2019	3:30 PM	4:30 PM	Assessment issues unique to the forensic evaluation of sex offenders

CSHE4

Course Title: Intimacy and Sexuality in Couples Relationships

Instructor: Prem K. Pahwa, LCSW, AASECT Certified Sex Therapist

Description:

This course will look at the components of sexuality and intimacy and their effects on long term relationship satisfaction.

“Most people, no matter what their gender, sexual orientation, culture, ethnicity, or religion, try to form and maintain intimate relationships throughout life. Research has found that consistent emotionally and sexually intimate couple relationships are linked to better physical health and overall happiness. A secure bond to an available and responsive partner creates the possibility for open communication, flexibility, companionship, play, and powerful sexual connection, while at the same time fostering autonomy.”

We will explore a holistic view of sexuality and intimacy, and how integrating the biological, psychological and cultural components may weave into a tapestry of rich experience and gratification or become a tangled web of conflict and emptiness. Sexuality is part of being human. Expressing sexuality in the context of an intimate relationship has special meaning to most people. Most of our sexual behaviors are learned, therefore there is ample opportunity to learn constructive, as well as destructive patterns.

Long term satisfaction in relationships does not just “happen.” We will learn key components of sexuality, communication, intimacy, and love, as well as theoretical & practical ways to develop and enhance skills for relationship satisfaction. This course will also help participants gain knowledge about their own sexuality, communication, and capacity for intimacy.

Course Objectives:

CSHE 4	
1.	Participants will identify one holistic approach to addressing sexuality and will implement skill in identifying holistic approaches to sexuality for individuals in their practice
2.	Participants will name the four components of sexual intelligence and will implement skill in identifying four components of sexual intelligence for individuals in their educational or clinical practice
3.	Participants will describe how neurotransmitters and hormones affect sexual response and will implement skill in identifying how neurotransmitters and hormones affect sexual responses for individuals in their practice as educators or clinicians
4.	Participants will identify one characteristic origin for sexual difficulties in relationships from a holistic perspective and will implement skill in identifying the

	origins of sexual difficulties in relationships from a holistic perspective for individuals in their practice as educators or clinicians
5.	Participants will identify one major component of effective communication for individuals in relationships and will implement skill in identifying major components of effective communication for individuals in their practice as educators or clinicians
6.	Participants will describe the difference between leveling and editing in communication and will implement skill in identifying the purposes of leveling and editing for communication with individuals in their practice as educators or clinicians
7.	Participants will identify one element of effective listening and will implement skill in identifying the characteristics of effective listening for individuals in their practice as educators or clinicians
8.	Participants will identify one technique to constructively express and receive complaints in communication and will implement skill in identifying ways to express & receive complaints constructively within communication for individuals in their practice as educators or clinicians
9.	Participants will identify and implement skill in teaching Gottman's 'destructive communication tactics' for individuals in their practice as educators or clinicians
10.	Participants will identify and implement skill in teaching "rules for fighting fair" communication strategies for individuals in their practice as educators or clinicians
11.	Participants will describe four emotional needs and will implement skill in identifying four emotional needs of individuals in their practice as educators or clinicians
12.	Participants will give one example of a barrier to establishing intimacy and will implement skill in identifying the definition of intimacy and definitions of barriers to establishing intimate relationships by individuals in their practice as educators or clinicians
13.	Participants will identify one element of attraction in couples relationships and will implement skill in identifying the elements of attraction in couples relationships for individuals in their practice
14.	Participants will define Sternberg's theory of love and will implement skill in identifying Sternberg's and Lee's theories of love in couples relationships for individuals in their practice as educators or clinicians
15.	Participants will identify a strength that leads to stable couples relationships and will implement skill in identifying strengths that lead to stable couples relationships for individuals in their practice

Agenda

01/11/2020	8:00 AM	9:00 AM	Holistic approach to sexuality: issues of sexuality using the holistic approach
01/11/2020	9:00 AM	10:00 AM	The 4 components of Sexual Intelligence
01/11/2020	10:00 AM	10:15 AM	BREAK
01/11/2020	10:15 AM	11:15 AM	Impact of neurotransmitters and hormones on sexual responses

01/11/2020	11:15 AM	12:15 PM	Origins of sexual difficulties in relationships
01/11/2020	12:15 PM	1:15 PM	LUNCH
01/11/2020	1:15 PM	2:15 PM	Components of effective communication
01/11/2020	2:15 PM	2:30 PM	BREAK
01/11/2020	2:30 PM	3:30 PM	The purposes of leveling and editing
01/11/2020	3:30 PM	4:30 PM	Effective listening
01/11/2020	4:30 PM	5:30 PM	Expressing & receiving complaints constructively
01/12/2020	8:00 AM	9:00 AM	Gottman's Destructive Communication tactics
01/12/2020	9:00 AM	10:00 AM	Rules for fighting fair
01/12/2020	10:00 AM	10:15 AM	BREAK
01/12/2020	10:15 AM	11:15 AM	Four emotional needs
01/12/2020	11:15 AM	12:15 PM	Intimacy and barriers to intimacy
01/12/2020	12:15 PM	1:15 PM	LUNCH
01/12/2020	1:15 PM	2:15 PM	Identifying elements of attraction
01/12/2020	2:15 PM	2:30 PM	BREAK
01/12/2020	2:30 PM	3:30 PM	Sternberg's & Lees theories of Love
01/12/2020	3:30 PM	4:30 PM	Ingredients for lasting relationships

CSHE 5

Course Title: The Discipline of Sexology

Hybrid - Online Distance and Self-Paced Modules

Day 1 - Synchronous Live Distance Teaching: (taught via Blue Jeans link)

Online Asynchronous Self-directed Modules Dates: (recorded Modules)

Instructors: Heather Alberda, BA, CSE - Aids and Sexual Health Research; 1.5 hrs
Elizabeth Haas, LMSW, CST - Sexual Health & Substance Abuse; 1.5 hrs
Shanna Kattari, Ph.D. - Sexual Health and Physical Disabilities; 1.5 hours
Rebecca Thornton, Ph.D. - Research in Sexual Health; 1 hour
Shellie Selove, LPC, LMFT, CST - Intellectual Disabilities and Spectrum Disorders and Sex; 1.5 hours
Sari Van Anders, Ph.D. - Testosterone, Sexuality, & Gender/Sex; 1 hour

Description:

CSHE05 will explore the development of sexology as a comprehensive discipline, including research in human sexual function at the intersection of physiology and behavior, the provision of services to marginalized populations, and the development of sexual health models in cross-cultural settings. The course will address the history of sexual research from the 19th through the 21st century, citing landmark studies and highlighting current examples of sex research in both qualitative and quantitative studies.

The course will address sexual education models implemented in different settings. This includes models for sexual health in individuals recovering from substance abuse, and individuals with physical or intellectual disabilities. The course will discuss the development of training and sexual health educational presentations regarding safer sex and HIV/AIDS awareness.

The course will also highlight relevant sexological organizations, sexuality journals, and ways of critically assessing sexuality information read in articles and on the web. Participants will have an opportunity to practice accessing and evaluating journal articles to further their critical thinking in evaluating content of sexuality research, sexuality educational offerings, and websites. Participants will be equipped with the skills needed to do quality literature reviews.

Participants will practice developing sexuality education materials for marginalized populations.

The course will also address the profession of sexology and the standards, ethics, and awareness of self and professional boundaries that are necessary to practice successfully as a sexologist.

Objectives:

CSHE 5	
1.	Participants will identify one example of sexology as a discipline and will demonstrate knowledge in the development of sexology as a discipline;
2.	Participants will identify one example of sexual research in the 20 th century and will acquire an overview of the history of sexual research in the 20 th century;
3.	Participants will identify one example of a landmark study in sexology and will employ knowledge of landmark studies in sexology in understanding individuals in their practice;
4.	Participants will identify one negative effect of substance abuse in psychosexual communication and will implement skill in assessing the effects of substance use and abuse on psychosexual communication for individuals in their practice as educators and clinicians;
5.	Participants will identify two sexual issues associated with substance abuse;
6.	Participants will identify one sexual education technique useful in working with individuals in recovery from substance abuse;

7.	Participants will identify one assessment question in assessing effects of developmental/intellectual disability on adult psychosexual functioning and will implement skill in assessing the effects of developmental/intellectual disability on adult psychosexual functioning;
8.	Participants will identify one assessment question in assessing adolescent psychosexual issues associated with developmental/intellectual disability for individuals and will implement skill in assessing adolescent psychosexual issues associated with developmental/intellectual disability for individuals in their practice;
9.	Participants will identify one sexual education technique useful in working with individuals with developmental/intellectual disability and will implement sexual education techniques useful in working with individuals with developmental/intellectual disability in their practice;
10.	Participants will identify two sexological organizations addressing research and will gain knowledge of relevant sexological organizations, sexuality journals, and websites relevant to individuals in their practice;
11.	Participants will identify one factor in learning theory useful in developing HIV/AIDS training materials for use in safer sex educational models and will implement skill in assessing key factors in developing HIV/AIDS training materials for use in safer sex educational models for individuals in their practice;
12.	Participants will identify two characteristics in learning theory useful in critically assessing sexuality information in journals and on websites and will implement skill in critically assessing sexuality information in journals and on websites;
13.	Participants will identify two ways in which learning theory is applied when practicing as a researcher in sexology and will implement relevant research in their educational and clinical practice;
14.	Participants will describe two steps in doing a literature review of sexual health information and will implement skill in identifying the steps for doing a literature review of sexual health information useful to individuals in their practice; and
15.	Participants will identify two sections of an academic journal article and will implement skill in reading and understanding journal articles in the field of sexology.

Agenda

02/08/2020	8:00 AM	9:00 AM	Sexology as a discipline
02/08/2020	9:00 AM	10:00 AM	History of sexual research in the 20th century
02/08/2020	10:00 AM	10:15 AM	BREAK
02/08/2020	10:15 AM	11:15 AM	Landmark studies in sexology in understanding individuals in their practice
02/08/2020	11:15 AM	12:15 PM	Sexuality information in journals and on websites
02/08/2020	12:15 PM	1:15 PM	LUNCH
02/08/2020	1:15 PM	2:15 PM	Ethics, standards, and professional boundaries as a sexologist

02/08/2020	2:15 PM	2:30 PM	BREAK
02/08/2020	2:30 PM	3:30 PM	Steps for doing a literature review of sexual health information
02/08/2020	3:30 PM	4:30 PM	Developmental disability/intellectual disability & psychosexual functioning
02/08/2020	4:30 PM	5:30 PM	Psychosexual issues associated with developmental/intellectual disability
asynchronous	1.5 hrs		Sex ed techniques for individuals with developmental/intellectual disability
asynchronous	1 hr		Testosterone, Sexuality, and Gender/Sex.
asynchronous	1.5 hrs		Sexual health and substance use
asynchronous	1.5 hrs		Physical disability and sexuality
asynchronous	1.5 hrs		Key skills in the delivery of sexual health educational for STIs/STDs
asynchronous	1 hr		Lecture about sexual health research.

CSHE6

Course Title: Gender and Sexual Orientation

**Instructor: Joe Kort, PhD, LMSW, CST
Eli R. Green, PhD, CSE**

Description

This course will provide an overview of gender and sexual orientation as frameworks through which people experience health, sexual health, wellness, and disease. LGBT health movements as they have developed over time. Participants will become familiar with health characteristics and clinical needs of lesbian, gay, bisexual, and transgender individuals and families across the lifespan. Participants will also review and devise strategies for creating more culturally competent health care environments for LGBT patients and clients.

Objectives

CSHE 6	
1.	Participants will identify a risk of unprotected sex for women who have sex with women and will demonstrate familiarity with health and sexual health characteristics of women who have sex with women (WSW) or who identify as lesbian/bisexual
2.	Participants will identify a risk of unprotected anal sex for men who have sex with men and will demonstrate familiarity with health and sexual health characteristics of men who have sex with men (MSM) or who identify as gay/bisexual
3.	Participants will identify one problem when not feeling safe disclosing sexual orientation to a health care or educational provider and will implement assessment techniques to increase educational and health care access facing LGBT individuals and families.
4.	Participants will identify a technique to increase diversity comfort and awareness with providers and will construct within the health care delivery system and other educational systems specific opportunities for improving access for LGBT people and families through advocacy and cultural change
5.	Participants will identify one reason for increased suicidal risk for GLBT adolescents and identify differences and vulnerabilities for sexual minorities in areas such as substance use, mental health disparities, and rates of violence, which may negatively impact health, education, and sexual health of LGBT communities
6.	Participants will list two common myths held by uninformed individuals about GLBT persons' access to health care and will explore the participant's own preconceived notions or potential biases, and those of the health care system, about LGBT populations' access to health care.
7.	Participants will identify one way in which culturally sensitive trainings increase strategies for implementing and providing culturally competent sexuality education, counseling and therapy for LGBT individuals, families, and groups
8.	Participants will examine the above issues of health care disparities in terms of interconnecting identities; examine how sexual orientation and gender identity

	intersect with other identities such as race, class, chronic/stigmatized diagnoses, diverse sexual practices etc. and may mediate or further complicate issues of access
9.	Participants will identify one barrier to access for education and health care for LBGTQ youth and will examine and implement awareness of the particular educational, health, mental health and sexual health needs and characteristics of youth who identify as LBGTQ
10	Participants will identify one barrier to education and health care experienced by aging LBGTQ adults and will examine and implement awareness of the developmental, health, legal and other needs of aging LBGTQ populations
11.	Participants will list two techniques to practice cultural competence for common sexual health themes for couples where one or both partners identify as LBGTQ and will implement cultural competent techniques in their education and practice with couples.
12.	Participants will name two types of transgender surgery and gain familiarity with and implement in their clinical practice and work as educators. Participants will understand gender as a continuum of identity and experience as well as basic terms, identities, and communities included in the umbrella “transgender”.
13.	Participants will identify one aging risk for trans men and demonstrate familiarity with and implement in their clinical practice health, mental health and sexual health characteristics and needs of individuals who identify (or who are identified) as transgender.
14	Participants will describe SOC 7 of WPATH standards of care and give one example where it would be used and they will identify and implement in clinical practice WPATH standards of care and alternative treatment philosophies for providing care to people seeking gender confirmation/reassignment
15.	Participants will describe consensual practice in BDSM and give one example of this practice with couples and participants identify and implement in their clinical practice treatment or educator practice strategies helpful when working with people sometimes identified as having “alternate sexualities” such as BDSM, polyamory, etc.

Agenda

04/15/2019	8:00 AM	9:00 AM	Sexual health of women who have sex with women (WSW) or lesbian/bisexual
04/15/2019	9:00 AM	10:00 AM	Sexual health of men who have sex with men (MSM) or gay/bisexual
04/15/2019	10:00 AM	10:15 AM	BREAK
04/15/2019	10:15 AM	11:15 AM	Health care access and LGBT
04/15/2019	11:15 AM	12:15 PM	Advocacy and cultural change
04/15/2019	12:15 PM	1:15 PM	LUNCH
04/15/2019	1:15 PM	2:15 PM	Addressing differences and vulnerabilities for sexual minorities

04/15/2019	2:15 PM	2:30 PM	BREAK
04/15/2019	2:30 PM	3:30 PM	Addressing preconceived notions and biases about LGBT populations
04/15/2019	3:30 PM	4:30 PM	Cultural competence for sexually marginalized individuals
04/15/2019	4:30 PM	5:30 PM	Health care disparities & disparities for marginalized individuals
04/16/2019	8:00 AM	9:00 AM	Health, mental health, sexual needs, characteristics: LBGTQ youth
04/16/2019	9:00 AM	10:00 AM	Health, mental health, sexual needs, characteristics: LBGTQ aging individuals
04/16/2019	10:00 AM	10:15 AM	BREAK
04/16/2019	10:15 AM	11:15 AM	Health, mental health, sexual needs, characteristics: LGBTQ same sex couples
04/16/2019	11:15 AM	12:15 PM	Health, mental health, sexual needs, characteristics: same sex couples
04/16/2019	12:15 PM	1:15 PM	LUNCH
04/16/2019	1:15 PM	2:15 PM	Health, mental health, sexual health, characteristics, needs: transgender
04/16/2019	2:15 PM	2:30 PM	BREAK
04/16/2019	2:30 PM	3:30 PM	WPATH SOC & treatment philosophies for gender confirmation/reassignment
04/16/2019	3:30 PM	4:30 PM	Treatment strategies: people who are identified as having alternate sexualities

**ADVANCED TRAINING IN SEXUALITY EDUCATION
(ATSE)
COURSES 1-2**

ATSE 1

Course: Curriculum Design, Part 1

Instructor: Eli R. Green, PhD., CSE

Description:

ATSE 1 will provide an overview of sexuality education as it has developed over time and as it currently exists in various contexts. It will cover general pedagogy and theories of learning as well as frameworks specific to sexuality education. Learning needs across the lifespan and in specific group contexts will be examined. Participants will learn about the history of sexuality education, history of opposition movements, and current trends in the field. Various settings and opportunities for sexuality education programming will be identified. Topics included in comprehensive sexuality education and instructional strategies for discussing them in an educational setting will also be identified. Practical strategies for conceptualizing and designing sexuality education sessions/lessons will be central to ATSE 1. Emphasis will be placed on skill building and practical integration of comprehensive sexuality education principles into the participants' current and future work.

Objectives:

	ATSE 1
1.	Participants will implement skills in analyzing major themes in the history of sexuality education in the US.
2.	Participants will implement skills in demonstrating history, principles, and current movements of opposition to sexuality education in their practice
3.	Participants will implement skills in differentiating between philosophies and goals of “comprehensive sexuality education” and “abstinence only” or “abstinence plus” movements
4.	Participants will implement skills in sexuality education in a variety of formal and informal settings in their practice
5.	Participants will implement skills in analyzing major theories of learning and development as they impact the structure of sexuality education across the lifespan in their practice
6.	Participants will implement skills in principal pedagogical theories and principles as they have developed over time and apply modern educational theory to sexuality education in specific contexts and content areas in their practice
7.	Participants will implement skills in identifying and exploring topics for inclusion in comprehensive sexuality education curricula in their practice
8.	Participants will implement skills in cognitive, affective, and behavioral domains of learning and explore strategies for impacting each through sexuality education in their practice
9.	Participants will implement skills in constructing framework for conceptualizing and designing sexuality education curriculum in their practice

10.	Participants will implement skills in formulating key steps in conducting needs assessment in development of sexuality education programs in their practice.
11.	Participants will implement skills in demonstrating understanding of creating appropriate, measurable goals and objectives for sexuality education in their practice
12.	Participants will implement skills in instructional strategies appropriate for various contexts, content areas, and domains of learning in sexuality education in their practice
13.	Participants will implement skills in analyzing various sexuality education curricula currently in existence; identifying strengths and potential limitations, and discussing suitability for various groups and contexts in their practice
14.	Participants will implement skills in analyzing common methods and uses of curriculum evaluation in their practice
15.	Participants will implement skills in identifying developmental, cultural, and other contextual factors informing and structuring curriculum development in their practice

Agenda

10/21/2019	8:00 AM	9:00 AM	Themes in sexuality education.
10/21/2019	9:00 AM	10:00 AM	Current sexuality education and opposition.
10/21/2019	10:00 AM	10:15 AM	BREAK
10/21/2019	10:15 AM	11:15 AM	Different types of sexuality and abstinence education
10/21/2019	11:15 AM	12:15 PM	Settings for sexuality education
10/21/2019	12:15 PM	1:15 PM	LUNCH
10/21/2019	1:15 PM	2:15 PM	Learning & Development Theories: sex education across the lifespan
10/21/2019	2:15 PM	2:30 PM	BREAK
10/21/2019	2:30 PM	3:30 PM	Pedagogical theories & principles development & modern educational theory
10/21/2019	3:30 PM	4:30 PM	Comprehensive sexuality education curricula.
10/21/2019	4:30 PM	5:30 PM	Cognitive, affective, and behavioral domains of learning
10/22/2019	8:00 AM	9:00 AM	Framework for conceptualizing & designing sexuality education curriculum
10/22/2019	9:00 AM	10:00 AM	Conducting needs assessment in development of sexuality education programs
10/22/2019	10:00 AM	10:15 AM	BREAK
10/22/2019	10:15 AM	11:15 AM	Creating appropriate, measureable goals and objectives for sexuality education
10/22/2019	11:15 AM	12:15 PM	Instructional strategies: contexts, content areas, and domains of learning
10/22/2019	12:15 PM	1:15 PM	LUNCH
10/22/2019	1:15 PM	2:15 PM	Sexuality education curricula: strengths and potential limitations, suitability
10/22/2019	2:15 PM	2:30 PM	BREAK
10/22/2019	2:30 PM	3:30 PM	Common methods & uses of curriculum evaluation
10/22/2019	3:30 PM	4:30 PM	Developmental, cultural, & contextual factors: curriculum development

ATSE 2

Course Title: Curriculum Design, Part 2

Instructor: Eli Green, PhD, CSE

Description:

ATSE 2 requires successful completion of ATSE 1 and will focus on participants' own course development and teaching skills. As a part of this course, participants will finalize their lesson plan for their target audience. This will include spending time with peers, providing and receiving critical feedback towards the development of a highly effective lesson plan. You will be required to talk through your lesson plan and related rationale to a group of your peers. This will be done in small groups and will be an opportunity both to get used to talking about your work, and receiving feedback to help improve your work. By the time you complete the assignments for ATSE1 and ATSE2, you should have a complete lesson plan for use in your professional work. Through our in class time, participants will gain additional skills to help when leading interactive, experiential and transformative teaching methods.

Objectives:

	ATSE 2
1.	Participants will identify 2 possible topics to consider when preparing a philosophy of education statement and implement skills in the components of philosophy of education and identify relevant concepts and values particular to participants' own personal and professional context in their practice
2.	Participants will list 2 important questions to consider when evaluating programs presented by other sexuality educators and implement skills in critiquing, evaluating, and integrating sexuality education programs presented by other participants in their practice
3.	Participants will identify 3 areas of competency or experience addressed by AASECT sexuality educator certification requirement and implement skills in knowledge of professional requirements and expectations for sexuality educator certification in their practice
4.	Participants will identify one question you might include in an evaluation of your educational program and one area of potential growth/improvement in your own teaching and will implement skills in how to solicit and incorporate feedback about course design, presentation style, and satisfaction of course goals/objectives
5.	Participants will use ethical decision making in naming one theoretical framework important for development of sexuality education and implement skills in how to construct theoretical framework used to develop curriculum in their practice
6.	Participants will name two possible sources of curricula for your identified subject area and implement skills in devising literature and existing curricula consulted during development of educational program in their practice
7.	Participants will name 2 strategies for building community support for sexuality education and implement skills in strategies for securing community and institutional support for development of sexuality education programs in their practice

8.	Participants will name 2 obstacles to building community support for sexuality education, list one potential strategy for countering each and implement skills in strategizing about countering voices of opposition to comprehensive sexuality education in their practice
9.	Participants will identify subject area for the program you have developed and presented, identify one learning goal and a corresponding objective, and implement skills in presenting syllabus and sample training/education program to class for evaluation and critique, and thereby identifying goals, objectives, and needs assessment in their practice
10.	Participants will identify one topic in sexuality education likely to engender strong reactions from participants or community members and implement skills in analyzing issues and topics in sexuality education likely to engender strong public reaction in their practice
11.	Participants will identify a strategy for teaching the topic identified above in an effective way and implement skills in the methodologies for teaching about potentially controversial issues in respectful and informative ways in their practice
12.	Participants will identify 1 area of sexual behavior important to assess for people with a developmental or cognitive disability, identify 1 important topic to address with their caregivers, and implement skills in specialized sexuality learning needs for people with cognitive impairment as well as their caregivers in their practice
13.	Participants will identify and briefly define the three domains of learning and implement skills in the analysis and application of key sexuality learning needs for patients and families experiencing cancer treatment in their practice
14.	Participants will name 2 cultural/religious identities whose specific sexual health education needs were covered in class, provide one specific recommendation for sexuality educators preparing to work with these groups, and implement skills in identifying factors to consider when presenting to communities characterized by cohesive cultural or religious identity in their practice
15.	Participants will identify 2 possible community events that may present opportunity for timely sexuality educator response, identify ABCs (affective, behavioral, and cognitive learning opportunities) for both events, and implement skills in analyzing appropriate and timely sexuality educator response to galvanizing community events in their practice

Agenda

11/23/2019	8:00 AM	9:00 AM	Philosophy of education & relevant concepts & values: personal & professional
11/23/2019	9:00 AM	10:00 AM	Critiquing, evaluating, & integrating sexuality education programs
11/23/2019	10:00 AM	10:15 AM	BREAK
11/23/2019	10:15 AM	11:15 AM	Professional requirements & expectations for sexuality educator certification
11/23/2019	11:15 AM	12:15 PM	How to solicit & incorporate feedback: course design, style, & satisfaction
11/23/2019	12:15 PM	1:15 PM	LUNCH
11/23/2019	1:15 PM	2:15 PM	Construct theoretical framework used to develop curriculum in their practice
11/23/2019	2:15 PM	2:30 PM	BREAK
11/23/2019	2:30 PM	3:30 PM	Devising literature & existing curricula: development of educational program
11/23/2019	3:30 PM	4:30 PM	Securing community & institutional support strategies for sex ed development

11/23/2019	4:30 PM	5:30 PM	Securing community & institutional support for sex ed development
11/24/2019	8:00 AM	9:00 AM	Syllabus & sample training/education program: evaluation and critique
11/24/2019	9:00 AM	10:00 AM	Issues & topics in sex ed likely to engender strong public reaction
11/24/2019	10:00 AM	10:15 AM	BREAK
11/24/2019	10:15 AM	11:15 AM	Methodologies for teaching: potentially controversial issues
11/24/2019	11:15 AM	12:15 PM	Sexuality learning needs: people with cognitive impairment and their caregivers
11/24/2019	12:15 PM	1:15 PM	LUNCH
11/24/2019	1:15 PM	2:15 PM	Key sexuality learning needs: patients & families experiencing cancer treatment
11/24/2019	2:15 PM	2:30 PM	BREAK
11/24/2019	2:30 PM	3:30 PM	Presenting to communities characterized by cohesive cultural or religious identity
11/24/2019	3:30 PM	4:30 PM	Appropriate & timely sex educator response to galvanizing community events

ADVANCED TRAINING IN SEXUALITY COUNSELING AND THERAPY
ATSC
COURSES 1-3

ATSCT 1

Course Title: Sex-Related Assessment, Diagnosis, and Treatment of
Psychosexual Disorders in the Current DSM 5

Instructors: Ruth Koelling, LMSW, AASECT Certified Sex Therapist
Phillis Mims-Gillum, MD, AASECT Certified Sexuality Counselor

Description:

This course will teach participants assessment, sexual history taking, and treatment techniques for clients/patients being evaluated for sexual counseling and sex therapy using a biopsychosocial approach. Practice techniques will be based on current accepted practice and on evidence based practice research where available. The course will address counseling across a variety of treatment settings including outpatient mental health, medical inpatient, medical outpatient & residential facilities. Principles of interdisciplinary consultation, collaboration and referral will be emphasized. Counseling and psychotherapy theories will be taught and critiqued, and will emphasize need for ongoing professional education and training in counseling and therapy. Ethnicity, gender, race, class, religious and sexual diversity will be addressed as important factors in the models and case presentations. The class content will address counselor and therapist use of self, counter-transference, ethics and boundaries in conducting oneself as a professional in sexuality counseling and sex therapy. Case vignettes and clinical presentations will reflect the lifespan. Interviewing techniques will be practiced in role plays. Lectures, videotapes, and case studies will be integrated throughout the class.

Course Objectives:

ATSCT 1	
1.	Participants will describe PLISSIT and will implement skills in using the PLISSIT model in their counseling or therapy practice
2.	Participants will describe the elements of DOUPE and will implement skills from the DOUPE model of assessment in their counseling or therapy practice
3.	Participants will describe 'biopsychosocial' and will implement skills in demonstrating the meaning of biopsychosocial evaluation in their counseling or therapy practice
4.	Participants will identify the clinical example of 'relentless hope' (as discussed by psychologist Martha Stark), and will implement skills in how to address this in their counseling or therapy practice
5.	Participants will give an example of cognitive behavioral sex therapy approach and will implement skills in a cognitive behavioral sex therapy approach commonly used in sex therapy or sexuality counseling in their practice
6.	Participants will describe where trauma memory is stored in the brain and will implement skills in constructing why trauma memory is difficult to change in their counseling or therapy practice
7.	Participants will describe the concept 'neural hijacking' and will implement skills in analyzing 'neural hijacking' (Brent Atkinson) in their counseling or therapy practice

8.	Participants will list the three components of postmenopausal vulvar care and will implement skills to address counseling about postmenopausal vulvar care in their counseling or therapy practice
9.	Participants will describe a technique to address anxiety (e.g. SAVE technique), and will implement skills in addressing anxiety in their counseling and therapy practice
10.	Participants will describe the three parts of the triune brain and will implement skills in analyzing the parts of the triune brain in their counseling or therapy practice
11.	Participants will list one nonsexual homework assignment for couples in counseling and will implement skills to construct a nonsexual homework assignment that is frequently assigned as an intervention in sex therapy or sexuality counseling in their practice
12.	Participants will list two types of cognitive distraction affecting some women in sexual interaction and will implement skills in analyzing at least two types of cognitive distraction that interrupt erotic focus for women in their counseling or therapy practice
13.	Participants will describe erotized and erotic transference and will implement skills in ethical decision making in constructing the difference between erotic transference and erotized transference in transference in their counseling or therapy practice
14.	Participants will list two mindfulness techniques and will implement skills in two mindfulness techniques used in sexuality counseling or therapy in their practice
15.	Participants will describe a common therapeutic error and will implement skills recognizing at least one therapeutic error in cases in which the sex therapist or sexuality counselor was not successful in their practice

Agenda

10/19/2019	8:00 AM	9:00 AM	PLISSIT model
10/19/2019	9:00 AM	10:00 AM	DOUPE model of assessment
10/19/2019	10:00 AM	10:15 AM	BREAK
10/19/2019	10:15 AM	11:15 AM	Bbiopsychosocial evaluation in sexual health assessment
10/19/2019	11:15 AM	12:15 PM	Three therapeutic stances of empathy, insight, & authenticity
10/19/2019	12:15 PM	1:15 PM	LUNCH
10/19/2019	1:15 PM	2:15 PM	Cognitive behavioral therapy approaches in sex therapy
10/19/2019	2:15 PM	2:30 PM	BREAK
10/19/2019	2:30 PM	3:30 PM	Trauma effects on the brain and memory
10/19/2019	3:30 PM	4:30 PM	Atkinson model of couples neural patterning in communication
10/19/2019	4:30 PM	5:30 PM	Implementing model of moisturize, lubricate, and stretch
10/20/2019	8:00 AM	9:00 AM	Worden's grief theory and impact on sexual health
10/20/2019	9:00 AM	10:00 AM	How to explain the model of the triune brain
10/20/2019	10:00 AM	10:15 AM	BREAK
10/20/2019	10:15 AM	11:15 AM	Sex therapy homework assignments
10/20/2019	11:15 AM	12:15 PM	Cognitive distraction related to role, body image, and sexual ability
10/20/2019	12:15 PM	1:15 PM	LUNCH
10/20/2019	1:15 PM	2:15 PM	Ethical decision making in: erotic transference vs erotized transference
10/20/2019	2:15 PM	2:30 PM	BREAK
10/20/2019	2:30 PM	3:30 PM	Mindfulness techniques are taught to individuals with sexual health problems
10/20/2019	3:30 PM	4:30 PM	Therapeutic errors of poorly assessed or poorly timed interventions

ATSCT 2

Course Title: Theory and methods of sex-related psychotherapy- Couples and Individual approaches

Instructor: Claudia Kraus Piper, LMSW, DST
Kathryn Hall, PhD, CST
Phillis Mims-Gillum, MD, CSC

Description:

This course will explore various theories and methods of sex therapy intervention with couples. We will consider various models of treatment addressing an array of sexual concerns ranging from the DSM diagnostic disorders including interest/arousal phase, orgasmic and pain difficulties; sexual aversion and trauma; compulsive sexual behavior and atypical sexual behavior to those originating with intrapsychic, interpersonal, family of origin and medical issues and how they impact couples' sexual relationships.

The course will examine the integration of sex therapy and couples therapy looking at complexities such as intimacy intolerance, expectation discrepancy, inhibition, and performance problems. We will discuss when to use individual as opposed to conjoint treatment for sexual problems.

Differential decision making about treatment strategies will be discussed depending on the origins and etiology of the sexual dysfunction and its presentation. We will also consider therapist technique, use of self, as well as handling transference and counter-transference issues in treatment.

Course Objectives:

	ATSCT 2
1.	Participants will identify the term 'simple sex therapy' and will implement skills in the analysis and treatment of complex presentations of DSM 5 psychosexual diagnoses in their clinical practice
2.	Participants will describe a complex sex therapy case and implement skills in the construct of the core issues of a complex patient presentation with pain disorder and consider appropriate treatment options in their practice
3.	Participants will give two examples of cases with a presenting symptom and an underlying core psychosexual issue that might be paired together in a clinical presentation and implement skills in distinguishing presenting symptoms from underlying core issues in sexual difficulties in their practice

4.	Participants will list two sex therapy “techniques” you may assign to a couple and will implement skills in intervention techniques with couples and learn how to choose and integrate treatment modalities in their practice
5.	Participants will describe why some sex therapists are cautious about using sex therapy “techniques” and will implement skills in constructing how to initiate intervention techniques for specific sexual functioning difficulties and how to assess when a shift in treatment interventions is needed in their practice
6.	Participants will give one characteristic of Emotionally Focused Couple Therapy and will implement skills in analyzing the meaning of ‘sophisticated awareness’ of therapeutic style, techniques and use of self in their practice
7.	Participants will describe one situation in which they might choose individual sex therapy or counseling and one example of when they would choose couples sex therapy or counseling and will implement skills in constructing the interplay between relationship, intra-psychic, developmental, family of origin and trauma related dynamics and presentations of psychosexual symptoms in their practice
8.	Participants will identify one clinical strategy they would choose to use in sex therapy or sexuality counseling with couples and will implement skills in constructing the interplay between such issues as unresolved grief, family of origin loyalties, religious beliefs and psychosexual symptoms in their practice
9.	Participants will describe differentiation and will implement skills in constructing the interplay between sense of self efficacy, locus of control, and psychopathology on psychosexual symptoms in their practice
10.	Participants will describe Schnarch’s two-choice dilemma and will implement skills in the analysis of complex psychosexual conflict in the couple- which is not necessarily related to the presenting problem in their practice
11.	Participants will identify two elements of Perel’s ‘erotic blueprint’ and will implement skills in analyzing varied treatment approaches, case conceptualization, treatment planning and use of various interventions through learning about and interacting with case content.
12.	Participants will describe one characteristic of transference and will implement skills in specifying treatment issues in sex therapy or counseling such as resistance, transference/counter transference, timely and premature termination among others, and strategies to address these with clients in their practice
13.	Participants will describe one characteristic of erotic transference and will implement skills in the importance of self-awareness and appropriate boundary clarity when addressing complex and/or multifaceted psychosexual treatment cases in their practice

14.	Participants will describe an awareness—learned through role play—in their own individual therapeutic or counseling styles and skills in working with complex sex therapy cases, and will implement techniques of case analysis and presentation of a de-identified case in their clinical practice
15.	Participants will identify one important consideration in treating couples where there is infidelity and will implement skills in analyzing when couple sex therapy or counseling is either contraindicated or needs to be postponed in their practice

Agenda

12/14/2019	8:00 AM	9:00 AM	Complex presentations of DSM 5
12/14/2019	9:00 AM	10:00 AM	Treatment options for complex patient presentations with pain disorder
12/14/2019	10:00 AM	10:15 AM	BREAK
12/14/2019	10:15 AM	11:15 AM	Distinguishing symptoms from core issues in sexual difficulties
12/14/2019	11:15 AM	12:15 PM	Intervention techniques & how to integrate treatment modalities
12/14/2019	12:15 PM	1:15 PM	LUNCH
12/14/2019	1:15 PM	2:15 PM	Intervention techniques for sexual functioning difficulties
12/14/2019	2:15 PM	2:30 PM	BREAK
12/14/2019	2:30 PM	3:30 PM	Therapeutic style, technique, & use of self is demonstrated
12/14/2019	3:30 PM	4:30 PM	Relationship, intrapsychic, developmental, family of origin, & trauma
12/14/2019	4:30 PM	5:30 PM	Grief, family of origin loyalties, religious beliefs & psychosexual symptoms
12/15/2019	8:00 AM	9:00 AM	Self- efficacy, locus of control, & psychopathology & psychosexual problems
12/15/2019	9:00 AM	10:00 AM	Psychosexual conflicts in the couple & not related to the presenting problem
12/15/2019	10:00 AM	10:15 AM	BREAK
12/15/2019	10:15 AM	11:15 AM	Treatment approaches, case conceptualizations, treatment planning, intervention
12/15/2019	11:15 AM	12:15 PM	Treatment issues: resistance, transference/counter transference, termination
12/15/2019	12:15 PM	1:15 PM	LUNCH
12/15/2019	1:15 PM	2:15 PM	Self-awareness & appropriate boundaries: complex, multifaceted cases
12/15/2019	2:15 PM	2:30 PM	BREAK
12/15/2019	2:30 PM	3:30 PM	Complex cases & increasing therapeutic skill
12/15/2019	3:30 PM	4:30 PM	Complex cases & role plays: analyzing sex therapy contraindication

ATSCT 3

Course Title: **ATSCT 3 Theory and Method of Assessment and Treatment of Psychosexual Disorders Related to Chronic Illness.**

Instructors: **Lisa Chism, DNP, APRN, BC, NCMP, CSC, FAANP**
Barry McCarthy, Ph.D.
Uchenna Ossai, PT, DPT

Course Description:

The course will be taught from the perspective that regards sexual health as a part of general health. Many illnesses and their treatments impinge on a person's sexual health. It is an area of functioning that is rarely addressed in medical settings, but is increasingly gaining recognition. The course will begin with a review the human sexual response and will proceed to a study of how it is affected by a variety of illnesses and treatments. We will focus on the patient and on the partner because both are affected when one partner's sexuality changes as a result of illness or its treatment. The course will include an overview of medical interventions that result in psychosexual disorders in, for instance, diabetes, heart disease, cancer, etc. that affect sexual functioning. Aids to sexual functioning will be discussed. Psychosocial interventions will be presented. Assessment of sexual functioning in an illness setting will be practiced through case discussion. Small groups will develop assessment questions for the cases and present them to the whole class. Interventions to aid individuals and couples' sexual recovery will be highlighted and practiced through role play. Emphasis will be placed on diversity of cultural as well as sexual experience. We will discuss challenges that sexuality counselors and sex therapists encounter in medical settings as well as strategies that sex therapists and counselors can use to become integral parts of multidisciplinary teams.

Course Objectives:

	ATSCT 3
1.	Participants will identify two illnesses that contribute to or result in men's sexual dysfunctions and two illnesses that contribute to or result in women's sexual dysfunctions and will implement skills in constructing the importance of attending to sexual health in the context of a medical illness in the care of individuals in their practice.
2.	Participants will identify how obesity affects hormones and sexual function in individuals and will implement skills in applying this knowledge in treating sexual dysfunctions in the context of medical illness in their practice.
3.	Participants will describe what is 'protective buffering' and how do you address it when working with a couple on sexual recovery after a treatment for a chronic illness and will implement skills in how to construct the issues in collaboration with other disciplines regarding sexual dysfunction in a patient with a chronic medical illness in their practice.

4.	Participants will list what emotional issues must be addressed before sexual recovery can begin and will implement skills in reasonable goals for sexual recovery during or after chronic illness in their practice.
5.	Participants will identify medical approaches to treating interest/arousal disorders related with particular illnesses and will implement skills in treating those disorders and their effect on human sexual response in their practice.
6.	Participants will identify when the education about the sexual side-effects of treatment begins and will implement skills in employing the role of loss and grief in coping with sexual dysfunction secondary to illness for individuals in their practice.
7.	Participants will name one question they can use in addressing sexual issues for individuals with chronic illness and will implement skills in individual assessment tools for addressing sexual issues for individuals and couples in the context of chronic medical illness in their practice.
8.	Participants will identify one issue that is important to address with gay couples when one partner is recovering from prostate cancer and will implement skills in beginning tools for addressing sexual issues for individuals and couples in the context of chronic medical illness in their practice.
9.	Participant will identify what phase of women's sexual response antidepressant medications affect the most and will implement skills in applying information about female sexual dysfunctions in the context of medical illness in their practice.
10.	Participants will describe what is the likelihood of developing another heart attack during sex after a heart attack and will implement skills in patient care for both the individual patient and the affected partner when an illness impacts the partner's sexual response in their practice.
11.	Participants will list two pre-existing couples problems before diagnosis of chronic illness and will implement skills in constructing how pre-existing couple problems may impinge on sexual recovery in the context of chronic illness in their practice.
12.	Participants will describe a 'bio-psycho-social' dynamic formulation' and will implement skills in beginning assessment skills for the purpose of promoting sexual recovery with individuals and couples in their practice.
13.	Participants will describe what is penile rehabilitation and when is it indicated and will implement skills in how to construct the way in which a sexual problem secondary to medical illness affects couple interactions around sexuality in their practice.
14.	Participants will list two possible pre-existing couple problems when assessing a person's sexual functioning and why it is important to ask about their individual history and will implement skills in constructing how pre-existing couple problems may impinge on sexual recovery in the context of chronic illness in their practice.

14.	Participants will describe how to address 'sexual repertoire' in a heterosexual couple recovering from the treatment of a chronic illness and will implement skills in analyzing the role of a sex therapist or a sex counselor in a multidisciplinary team in their practice.
-----	--

Agenda

04/04/2020	8:00 AM	9:00 AM	Impact of chronic illnesses on sexuality
04/04/2020	9:00 AM	10:00 AM	Sexual problems & biopsychosocial framework: individuals & couples
04/04/2020	10:00 AM	10:15 AM	BREAK
04/04/2020	10:15 AM	11:15 AM	Chronic illnesses/conditions treatment: biopsychosocial components of sexuality
04/04/2020	11:15 AM	12:15 PM	Diversity issues: treatment of sexual problems: individuals/couples with chronic illness
04/04/2020	12:15 PM	1:15 PM	LUNCH
04/04/2020	1:15 PM	2:15 PM	Center for sexual health: Vulvodynia
04/04/2020	2:15 PM	2:30 PM	BREAK
04/04/2020	2:30 PM	3:30 PM	Loss and grief issues
04/04/2020	3:30 PM	4:30 PM	Collaborative relationships: physicians, pelvic floor rehabilitation physical therapists, nurses, & sexual health providers
04/04/2020	4:30 PM	5:30 PM	Case Formulation: chronic illness & biopsychosocial components of sexual health
04/05/2020	8:00 AM	9:00 AM	Sexual recovery during or after the treatment of chronic illness
04/05/2020	9:00 AM	10:00 AM	Treatment planning: sexual problems with individuals/couples who present with sexual problems related to chronic illness
04/05/2020	10:00 AM	10:15 AM	BREAK
04/05/2020	10:15 AM	11:15 AM	Medical and mechanical treatment for erectile dysfunction
04/05/2020	11:15 AM	12:15 PM	Treatments available for female sexual dysfunction
04/05/2020	12:15 PM	1:15 PM	LUNCH
04/05/2020	1:15 PM	2:15 PM	Sensate focus exercises
04/05/2020	2:15 PM	2:30 PM	BREAK
04/05/2020	2:30 PM	3:30 PM	Weaving loss and grief issues into sensate focus exercise planning
04/04/2020	3:30 PM	4:30 PM	Individual's and couple's strengths as a way or providing hope and engagement

ATSC 4

Title: **Advanced Techniques in Sex Counseling**

Instructor: **Nisha McKenzie, PA-C**

Course Description:

The course will teach participants advanced training in sexuality counseling techniques in a variety of clinical settings. Participants will learn to tailor sexuality counseling to specific settings and will gain skill in adapting sexuality counseling to individual, couple and group practice. The course will include sexuality counseling in both in and outpatient settings, and intermittent and ongoing treatment. Participants will increase ability to assess, diagnose and treat in brief formats such as use of Cognitive Behavioral Therapy techniques. The course will discuss the benefits of and how to provide interdisciplinary collaboration with other care providers and to make referrals to sex therapy for more intensive treatment. Ethnicity, gender, race, class and sexual diversity will be addressed as important factors in the training and case presentations. The course content will continue to address counselor use of self, as well as methods to evaluate effectiveness of techniques across different settings. Research on clinical outcomes will be highlighted. The course content will include non-traditional couples, same sex and transgender couples, interracial/inter-ethnic couples in case presentation that reflect sexuality across the life span. Assessment of sexual concerns in sexual counseling settings will be practiced by case discussions. Lectures, case studies, and literature reviews will be integrated throughout the course. Participants will gain knowledge in locating and integrating sexuality educational materials that address their clinical populations as an adjunct to a sexuality counseling practice.

Course Objectives:

ATSC 4	
1.	Participants will list one instance where a sexuality counselor would refer for sex therapy and will implement skills in providing sexuality counseling in individual and couple formats in their practice
2.	Participants will list an example of a counseling technique for a brief intervention and implement skills in counseling techniques for brief and intermittent interventions in a variety of sexual counseling settings in their practice
3.	Participants will list an example of creating effective interdisciplinary consultation with other professionals and implement skills in ways to create effective interdisciplinary collaboration with other care providers and build referrals for sexuality counseling in their practice;

4.	Participants will name one tool for assessing need for educational resources with a specific patient or client group and implement skills in assessing need for sexuality educational resources from a variety of sources in their practice
5.	Participants will name one example of a relationship dynamic affecting psychosexual functioning and implement skills to assess the interplay between relationship dynamics and presentation of psychosexual symptoms in their practice
6.	Participants will list four assessment factors in evaluating for depression and implement skills in the methods of assessing depression as a co-morbid presentation in their practice
7.	Participants will list one example of the influence of religion or culture on sexual functioning and implement skills in how to assess the interplay between unresolved grief, religious beliefs, cultural traditions and psychosexual symptoms in their practice
8.	Participants will list one substance abuse influence on sexual functioning and implement skills in addressing post-traumatic stress disorder related problems with patients/clients in their practice
9.	Participants will describe one approach to a client/patient when referring her/him for sex therapy treatment and implement skills in assessing more complex psychosexual concerns that need referral to sex therapy in their practice
10.	Participants will name one example when a counselor might choose to use an individual rather than a couple approach to counseling and implement skills in identifying when to use conjoint versus individual treatment in their practice
11.	Participants will list one example of 'resistance' to counseling or treatment and implement skills in the treatment of issues such as resistance to treatment, clinician counter transference and strategies to address with patient/client in their practice
12.	Participants will list one example of poor boundaries with a patient/client and will implement skills in self- awareness and boundary clarity when practicing sexuality counseling in their practice
13.	Participants will list four factors that influence treatment planning for an individual patient/client and implement skills in the techniques of addressing premature termination in their practice
14.	Participants will list one way of addressing a client/patient's decision for premature termination and implement skills in constructing when sexuality counseling is either contraindicated or needs to be postponed in their practice
15.	Participants will list one example of a cognitive behavioral technique for treatment of anxiety related to sexual concerns and implement skills in executing skills in the use of cognitive behavioral techniques to address sexual concerns related to anxiety and trauma in their practice

Agenda

04/06/2020	8:00 AM	9:00 AM	Different techniques for counseling couples and individuals
04/06/2020	9:00 AM	10:00 AM	Cognitive behavioral therapy & brief treatments in sexual counseling practice
04/06/2020	10:00 AM	10:15 AM	BREAK
04/06/2020	10:15 AM	11:15 AM	Implementing interdisciplinary skills present sexuality counseling practice
04/06/2020	11:15 AM	12:15 PM	Sexuality resources and need assessment for their patient/client
04/06/2020	12:15 PM	1:15 PM	LUNCH
04/06/2020	1:15 PM	2:15 PM	Impact of the state of the relationship on symptom presentation
04/06/2020	2:15 PM	2:30 PM	BREAK
04/06/2020	2:30 PM	3:30 PM	Symptoms of depression & the PHQ9
04/06/2020	3:30 PM	4:30 PM	Grief, cultural traditions or religious beliefs impact on sexual counseling practice
04/06/2020	4:30 PM	5:30 PM	Cognitive behavioral therapy and psychodynamic therapy in the treatment of PTSD
04/07/2020	8:00 AM	9:00 AM	When to refer patients/clients to a sex therapist
04/07/2020	9:00 AM	10:00 AM	When conjoint or individual treatment would be preferable
04/07/2020	10:00 AM	10:15 AM	BREAK
04/07/2020	10:15 AM	11:15 AM	Resistance to treatment, transference & counter transference issues with patients/clients
04/07/2020	11:15 AM	12:15 PM	Skills of self awareness& boundary clarity when practicing sexuality counseling
04/07/2020	12:15 PM	1:15 PM	LUNCH
04/07/2020	1:15 PM	2:15 PM	Addressing premature termination in their sexuality practice
04/07/2020	2:15 PM	2:30 PM	BREAK
04/07/2020	2:30 PM	3:30 PM	When counseling may need to be postponed or is contraindicated
04/07/2020	3:30 PM	4:30 PM	Cognitive behavioral techniques: graduated exposure & cognitive restructuring to address concerns of anxiety and trauma

ATST 4

Course Title: Advanced Sex Therapy Techniques

Instructor: Sallie Foley, LMSW, DST
Ruth Koelling, LMSW, CST

Course Description:

This course will give participants a summary of prior courses in a focused understanding of the sexual diagnostic categories and the ways that these diagnoses can present in individuals and couples, as well as limits and challenges in DSM diagnosis. Assessment of psychosexual problems will be emphasized as well as practice techniques in the treatment of psychosexual problems based on current therapeutic understandings and evidence-based practice research. Application of assessment and practice techniques will emphasize adaptation to different settings and challenges posed by different clinical settings. Ethnicity, gender, race, class, and sexual diversity will be addressed as important factors in the models and case presentations. Evaluation of and selection of models based on clinical setting and patient population will be emphasized. The class content will address therapist use of self. Case examples will include non-traditional couples. There will be an emphasis on life-span and developmental perspectives. Therapeutic weaving will be emphasized as well as the psychodynamic history model for assessment within a biopsychosocial context. Interviewing techniques will be practiced in role plays. Lectures, videotapes, case studies and guest speakers will be integrated throughout the class.

Course objectives:

ATST 4	
1.	Participants will identify one example of therapeutic weaving used in the treatment of trauma and sexual problems and will implement skills in trauma and PTSD treatment interventions within the context of therapeutic weaving in both individual and couple therapy in their practice
2.	Participants will identify one example of the use of the biopsychosocial framework in diagnosing pain sexual disorders in DSM 5 and will implement skills in a biopsychosocial framework to assess individuals and couples presenting with sexual problems of pain within the context of the DSM psychosexual diagnoses in their practice
3.	Participants will identify one technique for short term therapy in a medical clinic setting and will implement skills in different treatment techniques in sex therapy for psychosexual diagnoses as well as understand the reasons for utilizing treatment techniques appropriate for different clinical settings in their practice

4.	Participants will identify one assessment question used in diagnosing out of control sexual behavior and will implement skills in constructing the assessment of out of control sexual behavior in their practice
5.	Participants will identify one treatment approach used in the treatment of out of control sexual behavior and will implement skills in identifying the framework for treatment for out of control sexual behavior in their practice
6.	Participants will identify a psychosexual disorder that requires both cognitive behavioral therapy treatment techniques interwoven with the use of psychodynamic strategies in couple or individual treatment and will implement skills in weaving counteractive (e.g. cognitive behavioral) and reconsolidative (e.g. psychodynamic, EMDR) therapies to increase effectiveness in treating trauma within sex therapy
7.	Participants will describe why the biopsychosocial framework is necessary in the treatment of change regarding atypical sexual behavior and will implement skills in understanding the basics of treatment for atypical sexual behavior in their practice
8.	Participants will list one counseling technique that promotes the setting of professional boundaries in sex therapy and will implement skills in using strategies for boundary setting and pacing in couples and individual sex therapy in their practice
9.	Participants will describe a similarity between two different theories in couple therapy treatment and will implement skills in understanding the basics of couples neurobiology and mindsight within a couple sex therapy in their practice
10.	Participants will identify one way in which depression affects psychosexual functioning and will implement skills in DSM psychosexual diagnoses in their practice
11.	Participants will identify when might you choose individual sex therapy and when might you choose conjoint sex therapy and will implement skills in constructing the balance of cognitive behavioral therapy treatment techniques with the use of insight and individuation strategies in couple and individual treatment in their practice
12.	Participants will identify one situation in which grief, religious beliefs or culture affect psychosexual functioning and will implement skills in how to construct the developmental/strengths based approaches used in working within a cross-cultural framework in their practice

13.	Participants will identify one strategy used to address resistance in treatment and will implement skills in addressing treatment issues such as resistance to treatment and clinician counter transference
14.	Participants will identify one questionnaire frequently used in the diagnosis of sexual disorders and will implement skill in the use of questionnaires for assessment and treatment planning
15.	Participants will identify one technique that is used in addressing premature termination and will implement skill recognizing and addressing premature termination

Agenda

04/06/2020	8:00 AM	9:00 AM	Trauma treatment and intervention selection
04/06/2020	9:00 AM	10:00 AM	Treatment of pain in DSM 5 sexual pain disorder diagnosis & assessment using a biopsychosocial framework
04/06/2020	10:00 AM	10:15 AM	BREAK
04/06/2020	10:15 AM	11:15 AM	Brief and longer term sex therapy treatment interventions for psychosexual diagnoses
04/06/2020	11:15 AM	12:15 PM	Skills in choosing & timing psychosexual interventions
04/06/2020	12:15 PM	1:15 PM	LUNCH
04/06/2020	1:15 PM	2:15 PM	Assessment of compulsive sexual behavior
04/06/2020	2:15 PM	2:30 PM	BREAK
04/06/2020	2:30 PM	3:30 PM	Diagnosis of compulsive sexual behavior
04/06/2020	3:30 PM	4:30 PM	Treatment of compulsive sexual behavior
04/06/2020	4:30 PM	5:30 PM	Paraphilias
04/07/2020	8:00 AM	9:00 AM	Boundary setting & pacing in sex therapy
04/07/2020	9:00 AM	10:00 AM	Couples neurobiology and mindsight
04/07/2020	10:00 AM	10:15 AM	BREAK
04/07/2020	10:15 AM	11:15 AM	Practice DSM sexual disorders diagnosis
04/20/2020	11:15 AM	12:15 PM	Practice the integration of cognitive behavioral therapy with insight & individuation strategies in couple and individual sex therapy
04/07/2020	12:15 PM	1:15 PM	LUNCH
04/07/2020	1:15 PM	2:15 PM	Emotionally focused therapy and neural patterning in couples therapy
04/07/2020	2:15 PM	2:30 PM	BREAK
04/07/2020	2:30 PM	3:30 PM	Practice developmental/strengths based approaches in working with sexual minorities in couple sex therapy
04/07/2020	3:30 PM	4:30 PM	Practice sex therapy assessment & treatment within a cross-cultural framework

Sexual Attitude Reassessment (SAR)

Course Title: Sexual Attitude Reassessment (SAR)

Faculty: Claudia Kraus Piper, LMSW, DST
Valerie Wood, LMSW, CST

Description:

The Sexual Attitude Reassessment Seminar is a requirement of AASECT certification as a Sex Therapist, Sex Educator or Sexuality Counselor. The SAR is an experiential training aimed at deepening the professional's self-awareness about his/her/hir sexual attitudes and values. This experience helps the sexuality professional be comfortable and non-judgmental about the many varied representations of sexuality they will encounter.

As described by AASECT:

A SAR is a process-oriented seminar that uses lecture, media, experiential methods, activities and small group discussions. The objective of a SAR is to give participants the opportunity to explore their attitudes, values, feelings and beliefs about sexuality and how these impact their professional interactions. A SAR is not a traditional academic experience to disseminate cognitive information, nor is it psychotherapy directed toward the resolution of personal problems. It is a highly personal, internal exploration that will be different for each participant. Small group discussions have demonstrated efficacy in achieving this self-exploration and awareness and is essential to the SAR process.

SAR	Total Hours
Sexuality Educators	15
Sexuality Counselors	15
Sex Therapists	15

Course Objectives:

	SAR
1.	Participants will list two ways you feel that your understanding of the spectrum of human sexuality has been changed/affected by the SAR and implement skills in demonstrating knowledge about the wide spectrum of human sexuality in their practice.
2.	Participants will list how, or in what area(s), did the SAR promote any wrestling with your sexual values, beliefs or assumption and implement skills in ethical decision making in constructing and articulating their own sexual values, beliefs and assumptions as an ongoing professional discipline designed to improve awareness in their practice.
3.	Participants will list two areas that you may feel more comfortable discussing with a client after the SAR and implement skills in techniques to increase interviewing skill with a wide range of sexual topics encountered by the educator, counselor or therapist in their practice.
4.	Participants will list one or two areas on how did the SAR help you identify your own attitudes, values, feelings and/or beliefs about various sexual behaviors and implement skills in ethical decision making by identifying and articulating awareness of their own

	attitudes, values, feelings and beliefs regarding a wide spectrum of sexual behaviors that may present in their practice.
5.	Participants will list two areas of belief of your own that were affected by the SAR, also listing in what way(s)/area(s) did the SAR promote non-judgmental and respectful attitudes towards others whose values and beliefs differ from yours and implement skills in ethical decision making and in non-judgmental and respectful attitudes toward others whose attitudes, values, feelings, beliefs and sexual behaviors differ from those of the participant in their practice.
6.	Participants will and list what way(s) did the SAR help you differentiate between “scientific facts” and your own personal values and beliefs and implement skills in ethical decision making in constructing the differences between scientific facts and personal attitudes, values, feelings and beliefs about sexual behaviors and preferences in their practice.
7.	Participants will list what new variations of sexual expression did the SAR acquaint you with and implement skills in ethical decision making by identifying knowledge and awareness of variations of sexual cultural norms in their practice.
8.	Participants will list one way in which the SAR helped lead to exploration of your own beliefs and ethical decision making about pornography and implement skills in ethical decision making through acknowledging and demonstrating awareness of differing values, beliefs and comfort with various types of pornography used by individuals in their practice.
9.	Participants will list how did the SAR address any assumptions you may have about sexuality across the lifespan and implement skills in how to acknowledge and articulate assumptions about sexuality across the lifespan for individuals in their practice.
10.	Participants will list what areas did the SAR help you better understand sexual expression among those who are ill or have mild to severe disabilities and implement skills in demonstrating and acknowledging awareness of sexuality and sexual expression among individuals who are ill or have mild to severe disabilities in their practice.
11.	Participants will list how the SAR helped you better understand gender transition and implement skills in ethical decision making and demonstrating awareness of assumptions and beliefs about gender transition for individuals in their practice.
12.	Participants will list how did the SAR increase your understanding and knowledge of various sexuality and gender orientations and implement skills in ethical decision making and awareness and acknowledgment of core distinguishing characteristics for various sexuality and gender orientations for individuals in their practice.
13.	Participants will list how did the SAR affect your understanding and beliefs about pedophilia and implement skills in ethical decision-making and identifying and acknowledgment of divergent values, beliefs and assumptions about individuals affected by pedophilia who are seen in their practice.
14.	Participants will list how did the SAR affect your understanding and beliefs about polyamory and implement skills in ethical decision making through distinguishing their own intellectual values, assumptions and beliefs that may conflict with good clinical care of individuals who are sexual or gender minorities in their practice.
15.	Participants will list how the SAR helped you distinguish between your “head values” and deeply held prejudices or beliefs about which you may still have a visceral reaction when you come in clinical contact with them and implement skills in ethical decision making by identifying the use of the terms politically correct or religiously correct with

regard to sexuality and identifying ways in which this may affect a fuller understanding of the spectrum of sexual expression for individuals in their practice.
--

Agenda

04/13/2019	8:00 AM	9:00 AM	Spectrum of human sexuality perspectives
04/13/2019	9:00 AM	10:00 AM	Reflection on sexual values, beliefs, & assumptions.
04/13/2019	10:00 AM	10:15 AM	BREAK
04/13/2019	10:15 AM	11:15 AM	Sexuality images & topics discussion on these topics.
04/13/2019	11:15 AM	12:15 PM	Sexual beliefs & ethical decision making & identify their own beliefs.
04/13/2019	12:15 PM	1:15 PM	LUNCH
04/13/2019	1:15 PM	2:15 PM	Ethical decision making, non-judgmental, respectful attitudes: sexual behaviors
04/13/2019	2:15 PM	2:30 PM	BREAK
04/13/2019	2:30 PM	3:30 PM	Objective facts vs subjective feelings about sexuality
04/13/2019	3:30 PM	4:30 PM	Variation in sexual norms
04/13/2019	4:30 PM	5:30 PM	Ethical issues with various types of pornography
04/14/2019	8:00 AM	9:00 AM	Sexuality across the lifespan.
04/14/2019	9:00 AM	10:00 AM	Sexuality and disability and illness.
04/14/2019	10:00 AM	10:15 AM	BREAK
04/14/2019	10:15 AM	11:15 AM	Individuals and couples and gender transition
04/14/2019	11:15 AM	12:15 PM	Sexuality and gender orientations
04/14/2019	12:15 PM	1:15 PM	LUNCH
04/14/2019	1:15 PM	2:15 PM	Pedophilic behavior throughout history.
04/14/2019	2:15 PM	2:30 PM	BREAK
04/14/2019	2:30 PM	3:30 PM	identify & differentiate values from acting out behaviors
04/14/2019	3:30 PM	4:30 PM	Politically correct or religiously correct re: sexuality

Course Requirements and Evaluative Technique:

- Attendance at all sessions of the SAR
- Agreement to a contract honoring confidentiality during and after the SAR
- Sharing experiences and impressions as one feels able
- Listen respectfully to others
- Complete posttest by end of day two
- Completion post course evaluation

Professional Code of Ethics:

While we all come to this work from different professional backgrounds and affiliations, there are core principles that guide our work in sexual health and education. As such, please take a moment to look up the Code of Ethics in your specific discipline to read about boundaries, physical touch, social justice, and dual relationships. We have provided links to a few professional organizations below.

- AASECT Code of Ethics - <https://www.aasect.org/code-ethics>
- NASW Code of Ethics - www.socialworkers.org/pubs/code/default.asp
- American Psychiatric Association Code of Ethics - <http://www.psychiatry.org/psychiatrists/practice/ethics>
- Ethical Principles of Psychologists and Code of Conduct - <http://www.apa.org/ethics/code/index.aspx>
- AMA Code of Medical Ethics – <http://www.ama-assn.org/ama/pub/physician->
- Nursing Code of Ethics – <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthics> for Nurses
- Code of Ethics Physical Therapists -<http://www.apta.org/Ethics/Core/>