Sexuality is an integral part of human life. It carries the awesome potential to create new life. It can foster intimacy and bonding as well as shared pleasure in our relationships. It fulfills a number of personal and social needs, and we value the sexual part of our being for the pleasure and benefits it affords us. Yet when exercised irresponsibly it can also have negative aspects such as sexually transmitted diseases—including HIV/AIDS, unintended pregnancy, and coercive or violent behavior. To enjoy the important benefits of sexuality while avoiding negative consequences, some of which may have long-term or even lifetime implications, it is necessary for individuals to be sexually healthy, to behave responsibly and to have a supportive environments—to protect their own sexual health, as well as that of others.

David Satcher, M.D., Ph.D.
Surgeon General, 2001

There exist fundamental rights for the individual, including the right to sexual health and a capacity to enjoy and control sexual and reproductive behavior in accordance with a social personal ethic—freedom from fear, shame, guilt, false beliefs and other factors inhibiting sexual response and impairing sexual relationships—freedom from organic disorders, disease and deficiencies that interfere with sexual and reproductive function.

World Health Organization Statement on Sexual Health, 1994
1. **Course Description:**

This course will address the practice theories and techniques for assessment, evaluation, and treatment of individuals and couples presenting with sexual difficulties. This course will provide grounding in the following perspectives: attachment theory, psycho-sexual development and functioning across the life span, physiology of sexual functioning, contemporary and historic approaches to understanding human sexual behavior, and the interaction of physiology, personality, and social influence in developing a sexual self. Variations in human sexual function and expression will be discussed from physiologic and sociocultural viewpoints. The practice component will address major clinical concepts, including assessment, evaluation, differential diagnosis, and treatment planning. Intervention techniques will be discussed considering their effectiveness with different kinds of sexual problems, in different practice settings, and respecting client differences, including the diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation). The applicability and limitations of different theoretical approaches will be discussed. This course will focus on empirically based models of intervention and the use of evaluative tools in the practice setting.

2. **Course Content:**

A summary description of historical influences on human sexual interactions within western culture will be presented. The examination of myths and misconceptions about sex and the ways in which sociocultural mores enforce these myths will be explored. The physiology of human sexual function will be addressed, including variations in sexual orientation and gender identity. The psycho-sexual development of the individual from birth throughout the life span will be discussed and compared to other developmental tasks at each age. Themes related to influences from family, culture, environment, socioeconomic, ethnic, and religious perceptions of sexuality will be integrated. An overview of the field of sex therapy and ethics as a sex therapist will be explored. Major theoretical modalities for assessment and treatment will be presented from a bio-psycho-social perspective, including cognitive/behavioral, insight oriented, and brief treatment theories, as well as the role of sex education in treatment. Differences between individual, couple, and group treatment will be discussed. Utilizing case examples, this course will concentrate on assessment, differential diagnosis, and treatment in a variety of clinical settings. Current trends in research, especially research combining biologic and psychotherapeutic approaches will be addressed. This course will discuss difficulties in sexual functioning due to congenital problems, illness, disability, medical treatment, substance abuse, sexual assault, and exploitation. Life span concerns related to sexual functioning will be addressed, including aging. This course will address the integration of sex therapy into a social work clinical practice in different agency settings. Paraphilic and compulsive sexual behavior will also be discussed.
3. Course Objectives:

Upon completion of the course, students will be able to:

1. Describe the contemporary understanding of human sexual behavior as bio-psycho-social, and describe cultural variations within the United States, including knowledge about the ways in which cultural norms influence an individual’s psycho-sexual development.
2. Describe the ways in which diversity dimensions especially age, ethnicity, gender, illness/disability, cultural teachings, and socioeconomic status (including impact of poverty) influence the expression of human sexual behavior.
3. Describe the physiology of human sexual function, including variations across gender and within gender.
4. Summarize the different theoretical models in the treatment of sexual difficulties and their basis in empirical research. Included will be cognitive/behavioral, couples/family systems, insight oriented, biologic/biofeedback, and brief treatment theories.
5. Discuss ethical decision-making and sex therapy, as well as the impact of the therapist's values and reactions to sexual behavior and sexual difficulties.
6. Identify appropriate techniques for discussing sexual concerns and addressing the sexual difficulties of clients.
7. Describe and apply a number of evaluative techniques in assessing sexual difficulties.
8. Develop a differential diagnosis, and formulate a treatment plan based on a bio-psycho-social approach to the client's problem, while remaining sensitive to concerns based on the client's age, gender, race, ethnicity, social/cultural/religious norms, sexual orientation, and special abilities.
9. Discuss how methods of assessment and intervention may be affected by clinical setting, issues in the treatment relationship (including the impact of race, ethnicity, gender, social class, sexual orientation, power and privilege), and by special issues presented by the client (including physical and sexual abuse, developmental disability, illness, severe psychiatric disturbance, and substance abuse).
10. Identify the meaning of human sexuality in the broader context of an individual's self-esteem and affectional life.

4. Course Design:

The instructor will select required and recommended readings. Class format will include lecture, discussion, case analysis, and viewing of videotapes. Written assignments will integrate theory, research, and case analysis, applied to the student's field instruction work when possible.

5. Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be addressed through discussion of worker–client differences and power/privilege differentials based on culture, ethnicity, race, gender, and social class. Case examples of interventions and readings will reflect this theme. The variation of human sexual behavior across cultures will be fundamental to this course.
• **Social Justice and Social Change** will be addressed through discussion of differences between sexual problems that are responsive to interpersonal practice interventions, and those which result from poverty, discrimination, and disenfranchisement and require systemic as well as individual interventions. Discrimination based on gender or transgender identity, and sexual orientation will be discussed. The area of sexuality and human rights will be discussed from the vantage point of different political/governmental controls and cultural customs.

• **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through discussion of client sex education and early treatment intervention, as well as advocacy/guidance with other professionals, and health/mental health systems to educate about human sexual behavior across the life span.

• **Behavioral and Social Science Research** will inform the course, drawing especially on current research in the following areas: human sexual response and sexual difficulties, psycho-sexual development, gender identity, attachment and interaction, trauma/resiliency/coping, and culture/ethnicity/immigration.

6. Relationship of the Course to Social Work Ethics and Values:

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination. Issues specific to sexual dysfunction will be given special attention, such as variations in human sexual expression and dysfunction, therapist ethical decision making, as well as the impact of the therapist’s values and reactions to sexual behavior and sexual difficulties. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be discussed. Course Statement Approved: Curriculum Committee Meeting Nov. 15, 2006

**GENERAL INFORMATION**

This course will meet Thursdays, September-December, 2010 (see schedule attached). In class, you will receive:
1. Syllabus
2. Bibliography on books and articles pertaining to human sexuality and sexual difficulties
3. Some handouts pertaining to weekly lectures
4. Course tools will contain additional resources and readings.

No one book is comprehensive on this subject matter. Therefore this course will utilize several books and will round out assignments with some course tools readings. Assigned readings for each week are noted in the syllabus. Readings should be completed by the date assigned. The texts are listed as either required or optional. Optional books are listed for your own interests and because they are clinically relevant and excellent resources. Books are listed for purchase through the agreement UM has with textbook stores in the community. They can also be purchased online.
**Required readings/texts, most recent editions:**

**Optional books:**
Chernin, J. 2006. *Get closer: A gay man’s guide to intimacy.* Alyson

If you do not own a general college level textbook on sexuality, I recommend you purchase one. It will give you ‘A-Z’ overview of anatomy, physiology, reproductive cycle, historical and cultural understandings, and contemporary relevant topics. However, you do not need to purchase the ‘lastest edition’ as these texts can be pricey. I recommend you purchase an edition that is one or two earlier from the current one. You can usually pick these up used and they will be contemporary enough since these texts get reissued about every 4 years.

*COURSE REQUIREMENTS*
The standard Rackham definition of grades and description of criteria for those will be used.
A Exceptional individual performance
B All the required work for the course is completed
   + and - grades are given for individual variation of the above

Additional books are listed on the bib available at your course tools website.
C When performance definitely falls below the requirements for graduate work
D Deficiency
E Failure

Attendance at all classes and reading of all assignments is expected.

ASSIGNMENTS:
This is a highly interactive course, intensive in training and time. Hopefully you will feel that you really ‘got your money’s worth’ and feel far better prepared to address sexuality issues with clients. Other than the final assignment, all assignments are returned by your instructor the week after they are turned in.

Here is how the grading will proceed:
Attendance in class, participation in class, and completion of nongraded assignments: 25%
Critique of self-help book: 20%
Inclass quizzes: 20%
Final presentation (pass/fail) 5%
Final paper (this will include presenting your topic to the class): 30%

If you turn an assignment later than the due date, it will receive a ‘one grade’ deduction. I.e. an “A” paper becomes an A-, etc. Due to the pace, I recommend you try to stay right with the readings and assignments.

Nongraded assignment:

1. Due 9/15/10. A three-page or longer paper describing your own impressions about how culture views human sexuality and sexual interaction. You can include any personal reflections, and myths that you see American culture holds about sexuality. You may contrast this with other cultures with which you are familiar. What do you think are the socio-cultural expectations placed on men and women according to gender role, socioeconomic strata, ethnicity, religion, marital status, and age with regard to sexuality? What do you think makes a good clinician in counseling men and women about human sexuality? What do you think the term ‘sexual health’ means? There are no "right" or "wrong" answers. It is your thoughts and perceptions that are useful. Please check spelling/grammar and make sure that the mechanics and organization of your paper are graduate school quality.

Quizzes:

There will be two graded class quizzes. They are group/collaboration/open book/open note. Not cumulative. These are ‘pop quizzes’ and assure that generally everyone is keeping up on their reading.

Due October 28 A critique of a self-help book:
There are so many themes within sexuality and sex therapy that it is important for you to specialize your own learning as well as gain from the class readings and lectures. In order to achieve this, you will have the opportunity to read a sex therapy or self-help book (and later
to write a final paper about some aspect of treating sexual difficulties). For the critique assignment, you will read a book of your choice from the bib about human sexuality. Books not on the bib may be selected if these are cleared through the instructor first. You may want to choose a book oriented to your own clinical practice area of interest or a research area in which you are interested.

The book critique should be at least four pages, or longer, if you wish. Grammar and punctuation, clear academic writing are all important. The critique should include:

1. An introduction that includes why you chose this book and what your paper will cover. Don’t forget this intro.
3. To what readership or specific group (i.e. persons with chronic illness, adolescents, etc.) this book is directed.
5. A discussion of possible problematic aspects of the book (i.e. perhaps it is directed at a general readership but is too technical, or perhaps the book does not meet the stated goal).
6. A general summary of the book's utility as an adjunct to counseling, whether it should be used by professionals in their practice, and any cautions about the book.

Note: Please avoid ‘bulleted’ lists on all your papers for this course. Since these are academic papers, it is better if you avoid ‘kitchen sinking’ the paper. Please do not use glib, informal language. This is an academic paper. Please use third person (‘This paper will address the psychological treatment of rapid ejaculation.”) If you have any questions, please check with me.

Points of critique will be graded as follows:
- Discussion of reason for choosing book (10 points)
- Discussion of readership to which book is directed and summary of book (15 points)
- Discussion of strengths of book. (20-25)
- Discussion of drawbacks of book. (20-25)
- Discussion of applicability of book to social work practice. (15-20)
- Overall organization of paper, including introductory and concluding paragraphs, spelling, grammar, punctuation, etc. (15)

(Book critique, graded at 20% of total grade). Please remember to begin with an introductory paragraph introducing the themes of your paper and a concluding paragraph summarizing. Please do not use ‘slang’ or colloquialisms like ‘getting stuck in her stuff.’

**Due December 2** Research paper (15 pages, longer is fine) on the treatment of sexual dysfunction. This could be low sexual desire, disorders of pain, treatment of sexual aversion with trauma history, erectile dysfunction, rapid ejaculation. You can use a case example to illustrate the points that you are making in your paper.

Your paper must demonstrate a command of central themes of sex therapy practice, including the discussion of assessment and questions necessary to formulate a diagnosis and treatment plan.
The treatment plan should be based both on sound clinical practice and evidence-based interventions for the treatment of the specific sexual dysfunction you have chosen to discuss. Following discussion of how to conduct assessment and formulate diagnosis and treatment plan, your paper should then discuss the way in which therapeutic interventions must be ‘woven’ for that specific sexual dysfunction. Finally, you will need to discuss ways in which treatment of individual would differ from treatment of a couple for the problem. You should end your paper with a summary of your research findings, treatment implications, and what is lacking in the treatment models at present. Another way to think of this last is: What are the areas in which research is needed in the future?

You will be given 15 minutes in class time to discuss your findings in your paper. The class presentation will be discussed in class before presentations begin. Presentations will be last two classes.

Please use APA standard manuscript writing. Your research citations can be noted at the end of the discussion of topic. For instance, “Foley and Piper note that in graduate school it is important to write without colloquialisms or slang.” (Foley & Piper, 2008). {Then in the bib you would cite the academic paper, book, journal where you read that information.} Please use introductory and concluding paragraphs. You must state in the introduction what your paper’s topic is and what your paper will cover or you will lose points. If you have any questions about this assignment or would like to discuss your topic, please talk with me. No ‘bulleted’ lists and ‘kitchen sinking’ please. Finally, you may use electronic journals, hard copy scholarly journals and clinical books. Do not use ‘websites,’ wikipedia, or other popular media discussions of topic, as there is no way of validating websites for academic worth of content.

Your papers will be graded as follows:
Overview and definitions of your topic (15-20 points)
Discussion of assessment, formulation of diagnosis, and treatment planning (15-20 points)
Discussion of clinical practice issues or evidence-based research and current theory used in treatment (15-20 points)
Differences between treating individuals or couples (5 points)
Summarization of your findings and implications for social work/needs for future research (and: discussion of case if applicable). Remember to address issues of culture/ethnicity/orientation/access to resources as relevant to your topic (20 points)
Conclusions drawn (Or: summary and evaluation) (15 points)
Overall organization of paper, including introductory and concluding paragraphs, spelling, grammar, punctuation, etc. (15 points)
(Research Paper, 30% of grade)

Class presentation of your paper (5%)
The last two weeks of class are devoted to student presentations. You will present information based on your paper’s topic. Your presentation will be ‘grouped’ with others who may also be presenting on a similar topic. Class time will be allotted to discussing the presentations before you prepare them. Each presentation will be 15 minutes total with 12 for presenting and 3 for questions.
What you will be critiqued on in your presentation:
   I. Overview of what will be presented
   II. Content—most important points you want us to know from the research paper
III. Treatment implications
IV. Summary/Questions
V. Professional voice and presentation

SUMMARY OF LECTURES: September-December, 2010

1. September 9
   A. Overview of course
   B. Modern American myths about sex.
   C. Overview: Modern sex therapy and recent changes in sex therapy
   D. Practice interviews.

2. September 16
   Physiology of sexual functioning: male and female response cycle.
   Getting comfortable with terminology.
   Introduction of models for interviewing.
   (Paper Due)

3. September 23
   Assessing sexual dysfunctions in different settings, including dual diagnosis, couples, and individuals.
   Sexuality throughout the life cycle
   Arousal and orgasm: diagnosis and treatment

4. September 30
   Female sexual function and treatment of sexual problems: arousal, orgasm, desire

5. October 7
   A. Treatment of sexual problems, cont.
   B. Treatment of Trauma

6. October 14
   A. Treating Problems of Pain in Sex
   B. Invited guests: Practicing assessment and sex therapy

7. October 21
   Male sexual function and sexual problems

8. October 28
   LGBTQ and treatment of sexual problems
   (critique due)
9. **November 4**
   Sex therapy: physical changes due to aging, chronic illness, and physical disability

10. **November 11**
    A. Ethics, values and sex therapy (poverty, discrimination, exploitation and issues of human rights). Boundary role plays.
    B. DSD

11. **November 18**
    A. Affairs and the treatment of sexual difficulties.
    B. Substance abuse, mood altering, and sexual problems.

**Thanksgiving Holiday November 25**

12. **December 2**
    Compulsive sexual behavior and its treatment. Sex and the internet.
    *(Final Paper Due)*

13. **December 9**
    Student presentations

14. **December 16**
    Student presentations
    Toward Sexual Health and Well-Being

**LECTURES & READING ASSIGNMENTS:**

1. **September 9**
   A. Overview of course
   B. Modern American myths about sex.
   C. Modern sex therapy and recent changes in sex therapy
   D. Practice interviews.

   Reading: Maurice, Part I,
   Wincze and Carey, ch 1 and ch 6
   Leiblum, ch 1, 13, 14;
   Foley: ch 1-5,
   Coursetools-1 article: Kleinplatz (New Directions in Sex Therapy)
   Optional: If you do not have background in study of human sexuality, please read any introductory text: Sexual physiology chapters

2. **September 16**
   A. Physiology of sexual functioning: male and female response cycle.
   B. Getting comfortable with terminology.
   C. Introduction of models for interviewing.
(Paper Due)

Reading: Foley 6-8,
Maurice: Part II
Wincze and Carey, ch 2-3
Leiblum, ch 2-4
Siegel, ch 1-3
Optional: You may want to read on history of treatment of sexuality by culture sexuality research

3. September 23
   A. Assessing sexual dysfunctions in different settings, including dual diagnosis, couples, and individuals.
   B. Sexuality throughout the life cycle
   C. Sex research and field of sexology

   Reading: Foley: ch 9, 11, 12;
   Leiblum: ch 5, 6, 12
   Maurice, Part III
   Siegel, ch 4-6
   Optional: McCarthy & Metz: ch 1-3

4. September 30
   Female Sexual Function
   Treatment of sexual dysfunctions: arousal, orgasm, desire

   Reading: Foley: 13-16;
   Wincze and Carey ch 4-5
   Siegel, ch 7-9
   Optional: McCarthy & Metz: ch 4-5

5. October 7
   Treatment of sexual dysfunctions, cont.
   Treatment of Trauma
   Readings: Foley: 10;
   Leiblum, ch 12
   course tools-3 articles: Vanderkolk thebodykeepsthescore, trauma and recovery,
   Hainessurvivors guide to sex
   Optional: Belleruth Naperstek, Invisible Heroes, overview of trauma.

6. October 14
   A. Treating Problems of Pain in Sex

   B. Invited guests: Practicing assessment and sex therapy
7. **October 21**
   Male sexual function and sexual problems
   
   Readings: coursetools-2 articles: borntobegay, homophobia
   Leiblum, ch 16
   Wincze and Carey: 8

8. **October 28**
   LGBTQ and treatment of sexual problems
   
   (critique due)
   Readings: Leiblum ch 11
   Wincze and Carey: ch 9-10

9. **November 4**
   Sex therapy: physical changes due to aging, chronic illness, and physical disability
   
   Organizing for student presentations
   
   Readings: Leiblum, ch 15
   AASECT code of ethics, NASW code of ethics, accordalliance.org
   
   Optional: McCarthy & Metz: ch 6-10, Epilogue and Appendix A

10. **November 11**
    A. Ethics, values and sex therapy (poverty, discrimination, exploitation and issues of human rights).
    B. DSD
    
    Readings: cTools: Levine on Infidelity
    Leiblum, ch 17

11. **November 18**
    A. Affairs and the treatment of sexual difficulties.
    B. Substance abuse, mood altering, and sexual problems.
    
    Readings: cTools: Cohn on Compulsive sexual behavior

**Thanksgiving Holiday November 25**

12. **December 2**
    Compulsive sexual behavior and its treatment. Sex and the internet.
(Final Paper Due)

13. **December 11**
   Student presentations

14. **December 18**
   Student presentations

Studying sexuality can be compelling, beware the following quote:
"I don't see much of Alfred anymore since he got interested in sex."

Mrs. Alfred Kinsey