



# SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

SW790-012 Summer 2016

## Multicultural Competencies in Sexuality Education, Counseling, and Therapy

Thursday July 21st and Friday 22<sup>nd</sup>

9am – 5pm

**Instructor: Prem K. Pahwa, LCSW, CST**

**Email: [premp@umich.edu](mailto:premp@umich.edu)**

**Phone: 773-919-2919**

### Course Description

This course will address the sexual health needs of individuals and couples throughout the adult lifespan over diverse cultures and populations. This interpersonal practice minicourse can augment other interpersonal practice courses or can be taken independently. Building on basic sex therapy models and integrating these models with multicultural counseling theory and cultural and ethical competencies, course participants will examine their own cultural backgrounds, belief systems, and biases specifically with reference to sexual health. Utilizing the lifespan approach, key considerations in sexual health education and sexual health treatments will be described. Course participants will learn culturally appropriate assessment, diagnosis, and brief intervention approaches and will be challenged to think about the adjustment of interventions to include multicultural considerations and the intersectionality of clients' identities. The course will emphasize strengths-based adaptation and resiliency in individual and couples sexual health challenges. The right to education in sexual health and treatment of sexual health problems will be discussed within the framework of social justice and ethical mental health care.

### Course Objectives.

1. Participants will describe biopsychosocial theory of health as it applies to sexual function and will implement skills in applying it multiculturally
2. Participants will describe the components of Multicultural Theory and how to apply it to Sexual Education and Therapy
3. Participants will describe cultural bias and will implement skills in effectively managing their biases and counter-transference when addressing sexuality education and sexual health treatments
4. Participants will describe one characteristic of erotic-transference and identify the importance of self-awareness in appropriate boundary setting in their practice
5. Participants will identify two challenges in understanding sexual health cross culturally and will implement skills in addressing culturally-influenced challenges encountered by sexual health professionals
6. Participants will describe PLISSIT and will implement skills in using the PLISSIT model

7. Participants will describe the elements of DOUPE and will implement skills from the DOUPE model of sexual health assessment
8. Participants will describe the ADDRESSING Model and will implement skills in using it as a multicultural assessment tool in sexual health treatment
9. Participants will give two examples of influence of religions on sexual health
10. Participants will identify two sexual myths held by many individuals in dominant North American culture and will implement skill in discussion and discounting of common sexual myths held by individuals
11. 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)
12. Participants will identify two social stressors experienced by transgender individuals in their social contexts and will implement skills in teaching about or assessing how trans individuals cope in their social contexts
13. Participants will describe one sex therapy concern for LGBT individuals and will describe sex therapy issues specific to sexual minorities in their educational or clinical practice.
14. 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
15. Participants, through a global lens, 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."
16. Participants will describe one identity development model and will discuss how identity development can impact sexual health

**Upon completion of the minicourse, students using this practice framework will be able to:**

1. Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals and critique the strengths and weaknesses of these various frameworks. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4)
2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1, 7.1, 7.2,9.1)
3. Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4)
4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3)
5. Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3, 5.1)

6. Demonstrate critical thinking in assessment, evaluation, and intervention skills (Practice Behaviors 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 10A.1, 10 A.2, 10A.3, 10B.1, 10B.2, 10B.3, 10C.2, 10C.3, 10C.40)

### **Accommodations for Students with Disabilities:**

If you need or desire an accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of the course can be modified to facilitate participation and progress throughout the mini course. Resources are available (i.e. services for students with disabilities, adaptive technology computing site, etc.) to make learning more effective for you. To the extent permitted by law, the information will be treated as private and confidential.

### **Course Requirements:**

Active class participation. **10 pts.**

Assignments:

Students will read their choice of two articles or chapters related to the course (see recommended readings below), and write a two page journal reflection on their reactions to the two articles.

**Due by 9am July 29. 10pts.**

Students will submit two four-page papers.

Part 1 (three pages) **due by 9am July 22nd:** Students will be required to do a write up of a current or past case in which they see their client as culturally different from themselves. They will discuss their understanding of the client's culture of origin messaging around issues of gender, sexuality, dating, marriage, etc. **40 pts.**

Part 2 (three pages) **due by 9am July 29:** Students will write a reflection paper describing how they would work with this client addressing one of the aforementioned issues in a culturally competent manner. This will include the use of course content to demonstrate how they would address potential counter-transference and bias issues, identify what potential cultural conflicts might exist, what cultural factors they would want to include, and how they would appropriately work with presenting issues related to these concerns. **40 pts.**

**\*\*In order to receive a passing grade in the course, all assignments must be submitted on time and the entire course must be attended.\*\***

### **Course Format:**

This course will be offered over two full days. It will encompass:

Lecture

Discussion

Video

Case Discussion

Role Play

**Recommended Readings:**

Hall, Kathryn. 2012. *The Cultural Context of Sexual Pleasure and Problems: Psychotherapy with Diverse Clients*

Articles

Clarke, Michael J. (03/2015). "Effect of Normative Masculinity on Males' Dysfunctional Sexual Beliefs, Sexual Attitudes, and Perceptions of Sexual Functioning". *The Journal of sex research* (0022-4499), 52 (3), p. 327.

Sevelius, Jae M. (06/2013). "Gender Affirmation: A Framework for Conceptualizing Risk Behavior Among Transgender Women of Color". *Sex roles* (0360-0025), 68 (11-12), p. 675.

Cohen, Jacqueline N. (11/2014). "Beyond Lesbian Bed Death: Enhancing Our Understanding of the Sexuality of Sexual-Minority Women in Relationships". *The Journal of sex research* (0022-4499), 51 (8), p. 893.

Fahs, Breanne (04/2014). "Notes from the Back Room: Gender, Power, and (In)Visibility in Women's Experiences of Masturbation". *The Journal of sex research* (0022-4499), 51 (3), p. 241.

Foley, S. (2015). "Biopsychosocial Assessment and Treatment of Sexual Problems in Older Age. *Current Sexual Health Reports*. June, 2015;7:2; 80-88. DOI: 10.1007/s11930-015-0047-9

Lodge, Amy C. (06/2012). "All Shook Up: Sexuality of Mid- to Later Life Married Couples". *Journal of marriage and family* (0022-2445), 74 (3), p. 428.