



COURSE TITLE:	Treatment Strategies for Sexual Dysfunction
DIVISION NUMBER:	778
COURSE NUMBER:	700
CREDIT HOURS:	3
PREREQUISITES:	540
LOCATION:	Advanced Interpersonal Practice Methods Elective Course

Fall 2016 S.W. 700

**Treatment Strategies for Sexual Dysfunction,
Thursday: 6:00 PM-9:00 PM , Room 2816**

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Office Hours: Before class by appointment

“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 environment—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

“I don’t see much of Alfred anymore, now that he’s gotten so interested in sex.”

-Mrs. Alfred Kinsey

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 socio-cultural 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 [ability, age, class, color, culture, ethnicity, family structure, gender (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 socio-cultural 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 psychosexual 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:

- 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 psychosexual development.
- 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.

- Describe the physiology of human sexual function, including variations across gender and within gender.
- 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.
- 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.
- Identify appropriate techniques for discussing sexual concerns and addressing the sexual difficulties of clients.
- Describe and apply a number of evaluative techniques in assessing sexual difficulties.
- 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.
- 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).
- 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 various visual media. 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, psychosexual

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

7. Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services

School of Social Work | Room 1748 [734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

GENERAL COURSE INFORMATION

Grading:

- Attendance, class participation, 15%
- Completion of non-graded assignment: 10%
- Critique paper: 15%
- Quizzes: 30% (15% each)
- Annotated Bibliography: 15%
- Patient education project and presentation: 15%

The standard Rackham definition of grades and description of criteria for those will be used.

- A Exceptional individual performance—e.g. all “A’s” on assignments
- B All the required work for the course is completed
- C When performance definitely falls below the requirements for graduate work
- D Deficiency
- E Failure

Reading:

No one book is comprehensive on this subject matter. Therefore this course will utilize several books with some additional readings available on Canvass. Weekly assigned readings are noted in the syllabus and should be completed by the date assigned. Optional books are listed for your own interests and because they are clinically relevant and excellent resources. You may want to choose from the optional books for your book critique assignment. **All books will be on reserve.**

Required readings/texts (most recent editions):

1. Binik, Y.M., Hall, K.S,K. (2014). *Principles and practice of sex therapy, 5th edition*. NY: Guilford Press.
2. Levine, S.B., ed. (2010). *Handboook of clinical sexuality for mental health professionals*. NY: Taylor & Francis. (P)
3. Siegel, D., Hartzell, M., (2014). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive*. NY: Tarcher. (P)
4. Wincze, J., Weisberg, Risa (2015). *Sexual dysfunction: A guide for assessment and treatment, 3rd edition*. New York, NY: Guilford Press. (P)
5. Kope, S., Sugrue, D. (2012). *Sex Matters for Women: A Complete Guide to Taking Care of Your Sexual Self*. NY: Guilford Press. (P)

Optional books:

- Chernin, J. (2012). *Get closer: A gay man’s guide to intimacy*. Alyson Books Foley, S., Heiman, J., LoPiccolo, J. (1987). *Becoming orgasmic*. NY: Fireside. (P)
- Hertlein, K., Weeks, G., and Gambescia, N. (2009). *Systemic sex therapy*. NY: Routledge. (P)
- Kleinplatz, P., Ed. (2012). *New directions in sex therapy*. NY: Brunner/Routledge.
- Maltz, W. (2012). *The sexual healing journey: A guide for survivors of sexual abuse, 3rd edition*. New York, NY: HarperCollins Publishers.(P)
- Maurice, W. 1999. *Sexual Medicine in Primary Care*. St. Louis: Mosby. Available free online at Kinsey Institute: <http://www.kinseyinstitute.org/resources/maurice.html>
- McCarthy, B., Metz, M. (2003). *Men’s sexual health: Fitness for satisfying sex*. NY: Routledge. (P)
- Metz, M. & McCarthy, B. (2003). *Coping with premature ejaculation: How to overcome PE, please your partner and have great sex*. NY: New Harbinger.(P)
- Newman, F., (2004). *The whole lesbian sex book: A passionate guide for all of us*. San Francisco, CA: Cleis Press.
- Perel, E. (2006). *Mating in captivity: Unlocking erotic intelligence*. New York, NY: HarperCollins (P)
- Samons, S., (2009). *When the opposite sex isn’t: Sexual orientation in male-to-female transgender people*. NY: Routledge.

Additional readings are listed on the bib available on Canvas website

COURSE REQUIREMENTS

- 1) Attendance at all classes (see exceptions below)
- 2) Class participation/ attentiveness
- 3) Completion of readings
- 4) Completion of all assignments by the due date
- 6) Two quizzes as described below
- 7) Four assignments as described below

A hard copy of all assignments must be handed in on due date. For each day an assignment is late, it will be marked down one grade (i.e., A becomes A-). For any absences due to an emergency, please contact the instructor as far ahead of class as possible. One absence due to urgent event (e.g. wedding, funeral, job interview, a set date that cannot be changed, etc.) allowed with prior instructor approval. Additional absences may affect course grade. Students will be responsible for all missed class material.

ASSIGNMENTS

Three of the assignments are easily linked together—the critique paper, the annotated bibliography and the patient education project. You can choose the same topic for all three if you wish to concentrate on a particular area. You can also choose to learn about several different areas in more depth. Due to the pace, it is recommend that you stay up to date with the readings and begin conceptualizing and gathering info for assignments well ahead of the due dates.

1. Non-graded assignment

A three-page personal reflection paper describing your impressions about sexuality and sexual interaction in our culture. You may contrast several cultures or subcultures with which you are familiar. What are some of 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? Notice both your own and society's ambivalences, contradictory beliefs and hypocrisies. What do you think the term 'sexual health' means? What do you think makes a good sexual health clinician?

There are no "right" or "wrong" answers. This is an exploration of your thoughts and perceptions. Please check spelling/grammar and make sure that the mechanics and organization of your paper are graduate school quality.

2. Quiz #1

There will be two graded quizzes. They are take home, with one section of Quiz #1 to be completed in class. Not cumulative. These are to assure that everyone is keeping up with reading and will cover readings up to the date of the quiz.

3. Annotated bibliography

You will create an annotated bibliography on one of the sexuality topics listed in the assignment folder on Canvas. Please research using online journals. Read at least 10 peer reviewed research articles on the topic you have chosen. Summarize each article with a one paragraph summary that will critically assess the article and help your colleagues educate themselves on the topic chosen.

Information about how to write an annotated Bibliography, a sample annotated bib, and a list of possible topics are on Canvas.

4. Critique paper

Because there are so many themes within sexuality and sex therapy, it is important for you to specialize the focus of your own learning as well as gain from the class readings and lectures. In order to achieve this, you will have the opportunity to choose from the following assignments:

- Choose a sex therapy self-help book and write a critique/ review paper addressing the content, target audience, biases. Discuss the positive and negative aspects of the presentation of the material for the patient/professional population it targets. You can use the bib in Canvas to choose a book. Books not on the bib may be selected if these are cleared through the instructor first. You can choose a book oriented to your own clinical practice area of interest or a research area in which you are interested. The critique should be 4-6 pages. Grammar, punctuation and clear academic writing are very important.
- Choose two sex therapy self-help or professional books with topics of interest to you. For the critique assignment, you will peruse the books to get a sense of the overall gist (intro, chapter headings, conclusions) and choose one chapter from each (related in some way, by topic, audience, etc.) to read and compare/contrast. Hopefully you will be inspired to read the rest of the books now or later (when your reading load in life is less)!
- Choose a sex therapy/ sexuality topic about which there is some controversy about diagnosis, treatment or definition. Research the topic with at least three sources (journal articles, book chapters) and present the arguments and your conclusions.

Further description of assignment, requirements and grading can be found on Canvas.

5. Quiz #2

See above- same as quiz #1

6. Consumer Education project and presentation

Many clinical social workers are asked to educate about their work to clients or to other professionals. Your project will be to pick a sexual problem from the sexuality topic list on Canvas (same list as assignment #3) and create an educational 'handout', 'pamphlet' or 'brochure' that could be used in a clinical setting. You will present your information to members of the class (as you might at a staff meeting or support group setting). Also include a separate list of citations to hand in along with the assignment. See necessary inclusions on Canvas.

SCHEDULE OF LECTURES / READINGS / ASSIGNMENTS

1. Sept 8

- Overview of course
- Myths
- Modern sex therapy and recent changes in sex therapy

Reading:

Levine- Ch 1

Wincze & Weisberg- Ch 1

Binik & Hall- Intro

2. Sept 15 ***(non-graded reflection paper due)**

- Sexuality through the life cycle
- Physiology of sexual functioning: male and female response cycle
- Getting comfortable with terminology
- Intro of models for sex therapy interviewing (DOUPE and PLISSIT)

Reading:

Siegel & Hartzell- Ch 1&2

Sex Matters- Ch4,5, & 11

Levay- Male and Female Physiology Ch 3 & 4 (Canvas)

3. Sept 22

- DSM5 versus DSM IV diagnoses,
- Assessing Sexual Dysfunctions-
- Treatment of sexual problems: desire, arousal and orgasm

Reading

Wincze Ch 2-7

Levine Ch 10, 15(11 & 16 optional)

4. Sept 29 ***(Quiz #1 due- in class part of quiz)**

Guest speaker -Lance Hicks, LGBTQI educator and advocate

- Issues of Transgender clients
- LGBTQI –sexual problems, stigma and provider awareness

Reading:

Binik Ch 14

(Levine Ch 24 optional)

Canvas readings provided by speaker

5. Oct 6 (review quiz)

- Problems of Pain in Sex
- Sexuality and aging, chronic illness, and disability

Reading:

Levine Ch 12

Binik Ch 8, 20 & 21 (ch 7 optional)

6. Oct. 13 *(Annotated Bibs due)

- Assessment and treatment of Sexual Dysfunction

Reading:

Wincze & Weisberg Ch 10-14

Istar Lev in Kleinplatz Ch 19 (Canvas- optional)

7. Oct. 20

- Sex Therapy with couples
- Affairs and the treatment of sexual difficulties

Reading:

Levine Ch 5-7

Schnarch (Canvas)

Siegel Ch 8 (9 optional)

Sex Matters Ch 12

8. Oct 27 *(Critique due)

guest speakers- Ilana Gottfried and Nadia Bazzzy

- Cultural sensitivity and diversity
- Treatment of Sexual issues in the context of religious orthodoxy

Reading:

Ribner in Kleinplatz Ch 10 (Canvas)

Ahmed and Amer Ch 17 (Canvas)

9. Nov 3

- Compulsive sexual behavior / Out of Control Sexual Behavior (OCSB)

Reading:

Levine Ch 23

Binik Ch 9

Siegel 3 & 4

10. Nov 10

Guest speaker- Anita Rubin-Meiller, LMSW

- Attachment & Treatment of Trauma

Reading:

Levine Ch 17

Siegel Ch 5-7

Sex Matters Ch 10

11. Nov 17 *(quiz #2 due by Nov 22)

- Special Issues
 - Disorders of sexual development (DSD)
 - Substances and sexuality

Reading:

Wincze & Weisberg Ch 9

NOV 24 THANKSGIVING BREAK

12. Dec 1 ***(Consumer Education Projects due + Presentations)**

- Ethics, values and sex therapy
- Boundary role plays

Readings:

Levine, Ch. 2

Boundary and Ethics readings on Canvas

13. Dec 8

- **Cont of presentations**
- AASECT certification, professional development information and discussion
- Toward sexual well being