1. Course Statement

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.
a. 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.

b. Course objectives and competencies
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.

c. 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.

d. Curricular themes
**Relationship to social work ethics and values:**
**Theme Relation to Multiculturalism & Diversity**
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.

**Theme Relation to Social Justice**
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.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**
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.
Theme Relation to Behavioral and Social Science Research

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.

Relation to SW 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.

e. **Intensive Focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Teaching Philosophy and Format of Course

It is a tremendous privilege to teach at the School of Social Work. My goal is to create a challenging and supportive learning environment. The tumultuous social and political landscape of our world requires that we explore the current events that have a direct impact on social policies and the clients and communities that students are preparing to serve. I am intentional about modeling values of respect and the exploration of ideas.
utilize the framework of the Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan). I bring my passion about Social Work to teaching and work to base every learning experience in the core social justice mission that defines our field. Historically, students have experienced a divide between macro and clinical social work. I enjoy addressing this divide in the classroom and utilizing the social justice mission to bridge the divide. Helping students explore and understand how Clinical Social Work is unique and different from Psychology and other counseling fields of study is an important guiding principle of my philosophy that I work to integrate into the classroom lectures, discussions and assignments.

2. Class Requirements

a. Text and class materials

There is one book that is required for this course and will be used to provide a thorough understanding of assessment and treatment of specific sexual dysfunctions defined in the DSM 5. There are several books that are listed under recommended texts. These texts are wonderful resources and if it is financially possible, valuable to own. Based on knowledge that the cost of texts can inhibit student’s ability to participate in the course I have provided a diversity of quality readings on the course Canvas site. In addition to the required texts these readings are required and should be completed by the date they are noted on the syllabus.

Required Text:

Recommended Texts:


Additional Recommended books:


Nagowski, E. (2015). Come as you are: The surprising new science that will transform your sex life.


e. Class schedule

1/9/19  Overview of Course, Cultural Myths, Development of Modern Sex Therapy

Readings (Completed by this date)

Nichols, E. Therapy with LGBTQ Clients: Working with Sex and Gender Variance from a Queer Theory Model.

Wincze, & Weisberg, Chapter 1

1/16/19  Sexuality Through the Life Cycle / Physiology and Response Cycles
Personal Reflection Due
Readings:

Siegal, D. How We Attach. Parenting from the Inside Out


1/23/19 Sexual Dysfunction: The Assessment Process

Readings:
Wincze & Weisberg Chapter 10, Chapter 11, Chapter 12


1/30/19 Sexual Dysfunction Specific DSM Diagnosis
Readings:
Wincze and Weisberg Chapter 2

Wincze and Weisberg Chapter 4

Wincze and Weisberg Chapter 5

Wincze and Weisberg Chapter 7

2/6/19 Sexual Dysfunction Specific DSM Diagnosis

Wincze and Weisberg Chapter 3

Wincze and Weisberg Chapter 6

Wincze and Weisberg Chapter 8

2/13/19 Couples Treatment and Treatment of Infidelities
Readings:


2/20/19 Treatment of Trauma
***In-Class Assessment
Readings:


Maltz, W. Healing the Sexual Repercussions of Sexual Abuse. *New Directions in Sex Treatment*


2/27/19 Trauma Treatment Continued / Treatment Interventions
Readings:


3/13/19 Treatment Interventions
***Critique of Self-Help Book Due

Wincze and Weisberg Chapter 14


3/27/19 Sex therapy: physical changes due to aging, chronic illness, and disability

*** Annotated Bibliography Due
*** 5 Minute Speeches Begin
Readings:

4/3/19 LGBTQ Provider awareness and stigma and Disorders of Sex Development
*** 5 Minute Speeches Continued
Readings:
Coleman, E., et.al (2001). Standard of Care for the Health of Transsexual, Transgender and Gender-Nonconfirming People. WPATH.


4/10/19 Compulsive sexual behavior and its treatment. / Substance Abuse and Sexual Problems
***Clinical Consumer Education Project Due
***5 Minute Speeches Continued

Readings:


**4/17/19** Professional development in the field of sexual health / Reflections & Review

f. Assignments

This is a highly interactive course, intensive in training and time. Hopefully you will feel that you will complete the class feeling far better prepared to address sexuality issues with clients.

Attendance and Class Participation: 100 pts

Self-Reflection: 50 pts

Critique of self-help book: 200 pts

In-class assessment: 200pts

Annotated Bibliography: 250pts

Client education project: 300pts

Oral presentation: 100pts

Three of the assignments are easily ‘linked’ together—the self-help book, the annotated bibliography and the patient education project. You can choose the same topic for all three.

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-).

**Personal Reflection Due 1/16/19**
A three-page reflection 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 people 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 people 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. Completion of this assignment will be considered as part of your participation grade.

**In-Class Assessment: 2/20/19**

**A critique of a self-help book Due: 3/13/19**

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. For critique assignment, you will read a book of your choice. You can use the bib about human sexuality. 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 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. Please do not use informal language. This is an academic paper. Please use third person (“This paper will address the psychological treatment of rapid ejaculation.”)

The critique must include and will be graded on the following:
Discussion of reason for choosing book
Discussion of readership to which book is directed and summary of book
Discussion of strengths of book.
Discussion of drawbacks of book.
Discussion of applicability of book to social work practice.
Overall organization of paper, including introductory and concluding paragraphs, spelling, grammar, punctuation, etc.
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.

Annotated bibliography Due: 3/27/19
An annotated bibliography on one of the sexuality topics listed below. These same sexuality topics will be used to construct your clinical education brochure (see next assignment).
Please research using online journals. Read at least 10 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 you’ve chosen.

From Wikipedia, here is the format for annotation of a bibliography
"An annotated bibliography is a bibliography that gives a summary of the research that has been done. It is still an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a brief summary or annotation. The annotation usually contains a brief summary of content and a short analysis or evaluation...summarize and critique. The purpose of annotations is to provide the reader with a summary and an evaluation of the source. In order to write a successful annotation, each summary must be concise. An annotation should display the source’s central idea(s) and give the reader a general idea of what the source is about. An annotation should include the complete bibliographic information for the source. It should also include some or all of the following:
• An explanation [brief] about the authority and/or qualifications of the author.
• Scope or main purpose of the work.
• Any detectable bias.
• Intended audience and level of reading
A summary comment
Ideally, an annotation should be between 100 to 200 words.”
The purpose of this annotated bibliography for this class is both to inform and evaluate.
It is called a combination annotated bibliography. Each annotation is no more than 200
words, brief summary or description of the topic, how the source is useful and how it is
not, assessing the strengths and weaknesses of the article, and brief conclusion.
Sentences are used in what is called ‘telegraphic method’ --brief, clear, concise,
professional language without embellishment or slang. If information is part of the title,
then it can be omitted from your annotation. As Wikipedia states:
“A complete sentences writing style utilizes coherent sentences that are grammatically
correct. Subjects and conjunctions are not eliminated even though the tone may be
tense. Long and complex sentences are to be generally avoided. Writing an annotated
bibliography is an excellent way to begin any research project. While it may seem easier
to simply copy down bibliographical information, adding annotations will force the
researcher to read each source carefully. An annotation requires the source to be
critically analyzed, not simply read over.
Formulating a thesis: Any form of research paper or essay will require some form of
argument. This is called a thesis. A developed thesis needs to be debatable, interesting
and current. Writing an annotated bibliography will give the researcher a clear
understanding about what is being said about his/her topic. After reading and critically
analyzing sources, the researcher will be able to determine what issues there are and
what people are arguing about. From there, the researcher will be able to develop
his/her own point of view.”

Sexuality topics—all annotated bibliographies should focus on sexual health and
psychological adjustment regarding sexual knowledge, sexual function, and healthy
sexual self-esteem:
• Sexually transmitted infections and counseling an individual who has been
  infected
• Treatment of low sexual desire
• Treatment of interest/arousal disorders
• Treatment of survivors of child sexual abuse
• Treatment of survivors of trauma who have sexual avoidance/sexual aversion
• Special treatment considerations for men who are childhood sexual abuse
  survivors or who have been raped
• Treatment of persons with disability or chronic illness and sexual dysfunction.
  Please make sure to let instructor know which illness you have chosen. Topics
could include but are not limited to: cancer, diabetes, cardiac problems, spinal
  cord injury, cognitive disability, couples and dementia, renal dialysis, traumatic
  brain injury
• Treatment of individuals or couples who are older adults
• Treatment of anorgasmia male or female
• Treatment of Peyronie’s disease (individuals with a penis)
• Couples treatment where there is a recurrent problem with urogenital infection
  (i.e. chronic urinary tract infections)
• Treatment of vulvodynia/vulvovaginal problems that create pain/itching/irritation for an individual with a vulva/vagina
• Treatment of rapid ‘early’ ejaculation
• Treatment of delayed ejaculation
• Treatment of difficulties related to menopause caused by aging or caused by medical interventions
• Treatment for individuals in recovery from substance abuse
• Treatment for individuals with histories of compulsive sexual behavior
• Treatment of erectile difficulties
• Treatment of persistent genital arousal disorder
• Treatment of couple with desire discrepancy
• Treatment of couple with infertility and sexual problems
• Addressing multiple sexual problems within a partnership
• Providing comprehensive sexual health information for individuals leaving prison
• Developing a comprehensive sexual health education curriculum for adolescents in residential treatment facilities
• Treatment of sexual problems for individuals with chronic mental illness
• Treatment where sexual problems are the result of medications taken for chronic illness (including depression, anxiety)
• Special treatment considerations for sexual minorities
• Treatment considerations regarding sexual health for gender non-conforming and transgender individuals
• Treatment considerations for partnerships including polyamorous, arranged marriages, polygamous or polyandrous partnerships

Clinical consumer/patient/client education project Due: 4/10/19

Many clinical social workers are asked to educate about clinical work. In treatment, social workers must be aware how an assessment is conducted, how a diagnosis is reached, and how treatment proceeds. In addition, clinical social workers must also be aware of complicating factors (like substance abuse, poverty, stigmatized societal status).

Your project will be to pick a sexual problem from the list above and design a clinical education ‘handout’ addressing:

• Make sure your ‘audience’ is obvious to the reader, e.g. professional mental health audience, health care provider audience, consumers, adolescent consumers of health care, etc.
• Description of the problem
• How to assess and diagnose the problem
• How treatment will usually proceed
• Discuss and define any terms or abbreviations that are used. When reading your clinical handout, treat the problem using a biopsychosocial framework
• Suggest resources
• Please do not ‘cut and paste’ from other websites
• If you are quoting from website or article you must state this
• No extra points are given for originality in web design
• Please keep to two pages if in .doc form
• Attach a list of citations for your handout—which of your annotated articles did you use?
• Address whether you are suggesting couples or individual treatment
• Briefly make note of complicating/stigmatizing factors. How do you ‘speak’ to these in your 2-page handout? For instance, how do you let someone know that you do not discriminate against sexual minorities or that you can see people with low or no insurance?
• As you design your 2-page handout, think about how knowledgeable you are about the topic, and how do you convey complex material in straightforward language (something social workers must routinely do in many aspects of any social work position).
• The treatment plan you propose should be based both on your readings about sound clinical practice and evidence-based interventions (where they are available) for the treatment of the specific sexual issue you have chosen to discuss.

The critique must include and will be graded on the following:
Overview and definitions of your topic and audience addressed
Discussion of assessment, formulation of diagnosis, and treatment planning
Discussion of clinical practice issues or evidence-based research and current theory used in treatment
Discussion about how type of treatment is chosen—individual or couple and impact of complicating factors. Remember to address issues of complicating factors/stigma/culture/ethnicity/orientation/ access as relevant to your topic and suggested resources
‘Readability’ of your clinical education handout

5 Minute Speeches/student presentations Due 3/27/19, 4/3/19 and 4/10/19

Imagine that you work in a hospital and a physician asks you: “What is the way you approach the treatment of erectile difficulties?” You would have to quickly summarize what sex therapy treatment of ED entails.

You will be given 5 minutes in class time to give a brief synopsis of some form of sex therapy treatment. These are sometimes called ‘elevator speeches’ because they are brief. You should prepare your brief topic talks on the following sexual difficulties. You may be asked to speak on any one of these in class:
Low sexual desire (HSDD)
Interest/Arousal disorder (including FSAD)
Effects of trauma/PTSD on sexual functioning
Compulsive sexual behavior
Erectile dysfunction
Vaginal pain  
Penile pain  
Lack of orgasm  
Delayed orgasm  
Rapid ‘early’ ejaculation  

Grading:  
- Overview of what is presented  
- Content—most important points you want us to know  
- Discussion of treatment  
- Summary/Questions  
- Professional voice and presentation  

You may bring note cards and summaries of your treatment ideas.

g. Attendance and class participation  
h. You are expected to attend every class. Your grade will be negatively affected if you miss any class without prior communication with the instructor. One excused absence is allowed without negatively affecting your grade. This excused absence requires your communication with the instructor prior to the absence via email or in-person communication. You are expected to contribute to a positive learning environment in the manner that best fits your learning style. Each of us participates differently, and I will strive to honor that diversity among us. The following evaluation criteria is used when determining your participation grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Class Participation &amp; Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Regularly makes helpful, relevant contributions and observations to class discussions that challenge/encourage other learners to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material.</td>
</tr>
<tr>
<td>80</td>
<td>Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>40</td>
<td>Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>10</td>
<td>Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material. Directs disrespectful verbal and/or non-verbal behaviors towards others in the classroom.</td>
</tr>
</tbody>
</table>
Policy on Class Attendance can be found in the MSW Student Guide.

i. Grading

Please review reference link to the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

Assignments are expected to be handed in on their due dates in the format designated on the syllabus. Late assignments will be deducted points (resulted in half a grade to a whole grade deduction dependent on amount of excess tardiness). If you are experiencing difficulty with course assignments, it is your responsibility to contact the instructor.

- The criteria for each grade follows:
  - A+ = 100
  - A = 96-99
  - A- = 92-95
  - B+ = 89-91
  - B = 85-88
  - B- = 81-84
  - C+ = 78-80
  - C = 74-77
  - C- = 70-73
  - D = 65-79
  - E = less than 65

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](https://ssw.umich.edu/standard-policies-information-resources). They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism