

University of Michigan School of Social Work

SW790-012 Summer 2019

Multicultural Competencies in Sexuality Education, Counseling, and Therapy

Friday July 26th and Saturday, July 27th 2019

9am – 5pm

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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. **25 pts.**

Assignment:

Students will read their choice of three articles or chapters related to the course (see recommended readings below), and write a one page paper for each article. The paper should include your reaction to the article, any clinical take aways, and how you might apply the information in your work (current /future). **Due by 5pm August 4th (it is ok to submit early/before the class meets). 75pts.**

****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, K. and Graham, K. 2013. The Cultural Context of Sexual Pleasure and Problems: Psychotherapy with Diverse Clients. Routledge, NY.

Articles

- Adamczyk, A., and Hayes, B. E. (2012). Religion and sexual behaviors: Understanding the influence of Islamic cultures and religious affiliation for explaining sex outside of marriage. *American Sociological Review*, 77, 723–746.
- 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.
- 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.
- W. Jared DuPree, Kruti A. Bhakta, Purva S. Patel & Devin G. DuPree (2013) Developing Culturally Competent Marriage and Family Therapists: Guidelines for Working With Asian Indian American Couples, *The American Journal of Family Therapy*, 41:4, 311-329.
- Epstein, R., Pandit, M., & Thakar, M. (2013). How Love Emerges in Arranged Marriages: Two Cross-cultural Studies. *Journal of Comparative Family Studies*, 44(3), 341-360.
- 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.
- Frances, K. (2018). The tightrope of desire: A qualitative study of sexual conflict in single heterosexual Orthodox Jewish men. *Psychoanalytic Psychology*, 35(1), 31-37.
- Gilligan, Carol (1977) In a Different Voice: Women's Conceptions of Self and of Morality. *Harvard Educational Review*: December 1977, Vol. 47, No. 4, pp. 481-517.
- Hall, K. & Graham, K. (2013). Psychotherapy with diverse clients, In *The cultural context of sexual pleasure and its problems*. (Ch. 6) (pp. 136-154), Iran. NY: Routledge.
- Hall, K. & Graham, K. (2013). Psychotherapy with diverse clients, In *The cultural context of sexual pleasure and its problems*. (Ch. 15) (pp. 356-370), Northern Europe. NY: Routledge.
- Kalra, G., Bhugra, D. Migration and sexuality. *Int J Cult Mental Health*. 2010;3:117–125.
- S. Kellogg Spadt, T.Y. Rosenbaum, A. Dweck, *et al.* Sexual health and religion: a primer for the sexual health clinician (CME). *J Sex Med*, 11 (7) (2014), pp. 1607-1618.
- Langenberg, Amy Paris. 2015. "Sex and Sexuality in Buddhism: A Tetralemma." *Religion Compass* 9, 277-286.
- 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.
- 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.
- Turner, Y., & Stayton, W. (2014). The twenty-first century challenges to sexuality and religion. *Journal of Religion and Health*, 53(2), 483–497.