Course title: Treatment Strategies for Sexual Dysfunction
Course #/term: SW700, 001, Winter 2020
Time and place: Wednesday 9:00am-12:00pm, B798
Credit hours: 3
Prerequisites: SW521, or permission of instructor
Instructor: Erin Martinez
Pronouns: She, Her, Hers
Contact info: Email: ebschnie@umich.edu   Phone: 313-550-4742
You may expect a response within 24 hours
Office: 2798
Office hours: Monday 12:00pm-1:00pm / Wednesday 12:00-12:45pm *please schedule appointment ahead of time

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.
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 and couple treatment will be discussed. Utilizing case examples, this course will concentrate on assessment, differential diagnosis, and treatment in a variety of clinical settings. 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. 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.

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.

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.
Curricular themes

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.

Relationship 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.

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. I 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 strive 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.

Attendance and class participation

The design of this course requires your attendance and engagement in every class. When you are absent you miss crucial information and the opportunity to participate in reflective and interactive activities that increase understanding and application of information. Every classroom experience offers opportunities for lecture, journaling, paired conversations, group activities. It is impossible to replicate these experiences therefore “make up” assignments cannot be offered.

Participation can be verbal and non-verbal. Interaction also includes the interest in and respect you show to other students. While use of electronic devices is allowed, distraction and engagement in personal business during class time is a problem and will lower your grade significantly. I may or may not speak to you about it, but I will notice and will grade accordingly.

I take very seriously my role in preparing you to engage in social work practice. If there is a life circumstance interfering with your participation it is your responsibility to approach the instructor in a proactive manner. We may discuss an Incomplete for the course if you are unable to fully engage at this time. Circumstances beyond your control may occur causing you to miss a class or part of a class. It is your responsibility to contact the instructor via email prior to your absence. Absences exceeding 1 class or consistent tardiness at the beginning of class or returning from break will result in the deduction of attendance and participation points.
Policy on Class Attendance can be found in the MSW Student Guide.

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

Self-Care and Course Content

This course is heavily trauma-informed and focused. For any student who has experienced difficulty in childhood or trauma it will likely bring up painful material. Students may experience a range of emotions throughout the course and may feel vulnerable. All feelings are acceptable, but students will be expected to be able to manage them. There will not be sufficient follow up for processing painful memories or severe anxiety that might get triggered by the course content. In general, it is important that students who expect to struggle seek support or therapeutic assistance to work through their own recovery during their graduate education in order to be present and effective in working with wounded clients. Wounded healers who have worked toward resilience make some of the best therapists.

Health and Wellness:
Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocates, Lauren Davis or Nyshourn Price, at ssw.wellness@umich.edu. Students may also visit/call the University's Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109 caps.umich.edu

**Safety and 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-ADAcompliance@umich.edu., Office of Student Services
School of Social Work | Room 1748, 734-936-0961

For more information, view the annual Campus Safety Statement at [http://www.dpss.umich.edu/](http://www.dpss.umich.edu/).


**Accommodation for Disability Statement**

If you need an accommodation for a disability, please meet with me individually as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, 550 S. State Street, phone: (734) 763-3000, email: ssdoffice@umich.edu

**Academic Conduct**

The conduct of a student enrolled in courses offered by the School of Social Work should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help
them achieve maximum benefits from their experience.

**Academic Misconduct**

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct. Plagiarism – not referencing another's words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points. Additional resources for discussions of academic conduct and integrity include the School of Social Work and the Center for Research on Learning and Teaching (CRLT). Please refer to the Student Guide to the Master's in Social Work Degree Program 2007-2008 for further discussion of appropriate academic conduct.

**Writing Assistance**

For assistance with writing, you may go to the Writing Workshop 1139 Angell Hall (734)764-0429.

**Statement on Plagiarism and Academic Integrity:**

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. http://www.ssw.umich.edu/studentguide/2007.

**Class Requirements**

**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:**


Hoffman, D. and Jones, Z. *You and Your Gender Identity: A Guide To Discovery*


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

Ortmann, D. and Sprott, R. *Sexual Outsiders: Understanding BDSM Sexualities and Communities*


Overview of Course
Defining Sexual Health
Reflection on Society’s Messaging and Influences: Videos
Development of the Sex Therapy Field

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

Case Study: “I understand the problem but not the fix”

1/15/2020 BioPsychoSocial Understanding of Sexual Function
Sexual Response Cycles
Attachment & Connectedness
Anatomy Overview

Case Study: Nina and Corina

Readings:


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


1/22/2020 Sexual Difficulties: The Assessment Process
Sexual Health Assessment
DOUPE
PLISSIT
Case Study: A “Straightforward Case”
Case Study: A “Layered Presentation”

Readings:

Wincze & Weisberg Chapter 10, Chapter 11, Chapter 12

1/29/2020 Sexual Dysfunction Specific DSM Diagnosis
Delayed Ejaculation
Premature Ejaculation
Erectile Disorder
Common Presenting Problems of Sex Therapy (not in DSM)

Readings:
Wincze and Weisberg Chapter 2
Wincze and Weisberg Chapter 4
Wincze and Weisberg Chapter 5
Wincze and Weisberg Chapter 7

2/5/2020 Sexual Dysfunction Specific DSM Diagnosis
Female Sexual Interest Arousal Disorder
Genito-Pelvic Pain Penetration Disorder
Male Hypoactive Sexual Desire Disorder
Substance / Medication-Induced Sexual Dysfunction
Paraphillic Disorders

Readings:
Wincze and Weisberg Chapter 3
Wincze and Weisberg Chapter 6
Wincze and Weisberg Chapter 8

2/12/2020 Treatment of Trauma
Neurobiology of Trauma
Developmental Trauma
Childhood Sexual Abuse
Treatment: Scaffolding and Therapeutic Weaving
Treatment Approaches

Case Study: “I just get it done” - Diah

Readings:


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


2/19/2020 Couples Treatment
“Desire Discrepancy:
Infidelity
Coping Mechanisms
The Adult Attachment Interview
Open Relationships

Case Study: Opening Up? Leah & Pat
Case Study: “I’m not in the mood” Dora and Blane

Readings:


2/26/2020  Compulsive sexual behavior and its treatment. / Substance Abuse and Sexual Problems
Medication and Sexual Dysfunction
Drug Use and Sexual Experiences
Misconceptions; Sex Addiction Model
Understanding Out of Control Sexual Behavior
Treatment of Out of Control Sexual Behavior

Case Study: “It’s The Only Way To Make It Stop” – Devin

Readings:


3/4/2020 No Class

3/11/2020 Sex therapy: physical changes due to aging, chronic illness, and disability
Changes in sexual response due to aging
Chronic illnesses that impact sexual health
Treatment Interventions: Wax and Wane
Sexual health and justice issues in elder care facilities

Case Study: “That’s Just What Happens” -Hazel & Stan

Readings:
In-Class Video: Surrogate Partner Therapy
https://vimeo.com/284819112

3/18/2020 Treatment Interventions
Treatment of Pain (Dilator Therapy)
Exploring Health and Safety – Anal Play, Lubrication, Condoms, PREP/PEP . . .
In-Session Interventions: Magic Pen, Writing on Back
Body Map
Naming
Case Study: “Falling In Love With This Body” – Aries & Moxie
Case Study: “Trying Again” – Angela

Readings:
Coleman, E., et.al (2001). Standard of Care for the Health of Transsexual, Transgender and Gender-Nonconfirming People. WPATH.
Wincze and Weisberg Chapter 14

3/25/2020 Treatment Interventions
Goals, Objectives and Evaluation
Squeeze Technique
Prelude, Vacuum Pump, PDE 5 Inhibitors
Wedding Cake
4 Pillars
Sensate Focus
Case Study: “You better get it together” – Sylvia & Reid

Readings:

4/1/2020 Presentations & Practice

4/8/2020 Ethics, values and sex therapy / Sexual Health and Justice Work

Readings:
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
Annotated Bibliography: 250pts
Client education project: 300pts
Group Presentation 200pts

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: 1/15/2020
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. The following information should be reflected and discussed:
- socio-cultural expectations placed on people according to gender role,
- socioeconomic strata,
- ethnicity,
- religion,
- marital status, and
- age with regard to sexuality.

In regards to providing social work services in the area of sexual health reflect on and discuss:
- how is sexual health defined and what does it encompass
- what are the necessary to ensure a social worker is approachable to clients when addressing the topic of sexual health

There are no “right” or “wrong” answers. It is your thoughts and perceptions that are useful.

A critique of a self-help book Due: 2/26/2020

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 find many suggested readings on the Self Help Critique Reading Resources on Canvas. If you would like to select a book that is not on the list please discuss this with the instructor. 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. The critique should include:

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: 3/11/2020
An annotated bibliography on one of the sexuality topics listed below. These same sexuality topics can be used to construct your clinical education brochure (see next assignment). Please research using online journals. Read 7 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.

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.

Annotated bibliographies should focus on sexual health and psychological adjustment regarding sexual knowledge, sexual function, and healthy sexual self-esteem. The list below provides examples of topics. If you would like to propose your own area of research please discuss with the instructor before beginning your research.

- 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
Clinical consumer/patient/client education project Due: 3/25/2020

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
- 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.
- 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

**Small Group Presentations Due: 4/1/2020**

It is important to consider how the topics of sexual health have different implications for populations based on experiences of intersectional identity as well as religious and political governance that influences decision-making and opportunity.

You will be asked to select a sexual health topic and specific population from a list. Your interest in this topic will pair you with a group of 4-5 classmates that share your interest. You will be given time in class to discuss your topic and will need to organize research outside of the class in order to complete this assignment.

Your group will develop a 12-minute presentation on your topic. You should consider your audience of learners as future sexual health providers and are expected to provide information that will be beneficial in understanding the topic and providing expertise in the delivery of sexual health services to this population. Your presentation should provide the following:

- Definition of the sexual health issue including how it is viewed and interpreted by the community. Offer any demographic information related to the issue for your population
- Historical background about the community and its experience with this sexual health issue. Consider issues of stigma and discrimination that have limited access to care as well as religious or government policies that have helped or hindered education and treatment.
- Current limitations in providing treatment for this community surrounding this sexual health issue
- Types of treatment most necessary. Consider biopsychosocial approach and offer a interventions that follow that approach.
- Provide 5 specific suggestions on service delivery that increases access, approachability and collaboration for individuals in this population surrounding this sexual health issue.

Your presentation should be no longer than 12 minutes and offer some type of written element that may include a handout or slides. You should allow 3 minutes for questions from the audience on your topic.

**Attendance and class participation**

In addition to attendance in class it is expected that you are engaged and contributing to the learning community. Predictability, reliability and consistency are core to any strong relationship is incredibly important to clients and it is important to practice and apply in the learning community. 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.</td>
</tr>
<tr>
<td>Score</td>
<td>Frequency of Participation</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------</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>
<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>90</td>
<td>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>
</tbody>
</table>