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 environments—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
GENERAL INFORMATION
This course will meet Wednesdays, 9AM-12PM, January 11- April 19, 2006 (see schedule attached).
In class, you will receive:
1. Syllabus
2. Bibliography on books and articles pertaining to human sexuality and sexual difficulties
3. Some handouts pertaining to weekly lectures

No one book is comprehensive on this subject matter. Therefore this course will utilize several texts. Assigned readings for each week are noted in the syllabus. Readings should be completed by the date assigned. They are all from the texts. If interested in further non-assigned reading, "Other Related Reading" will note articles and books of interest. The texts are available on reserve at the Social Work Library. They are also available for purchase through Ulrich's books on S. University. You will need to find Maurice online at Amazon as Ulrich’s said they could not get it from the publisher, but Amazon has it.

Required Readings texts:

Recommended readings texts:
Castleman, Michael, 2004. Great Sex: A man’s guide to the secret principles of total-body sex (yes, we’ll discuss in class why sex books get titles like this!). Rodale Press
Heiman, J., and LoPiccolo, J. Becoming Orgasmic
Haines, Staci, 1999. The survivor’s guide to sex. SF: Cleis Press
Kantor, M. My guy: A gay man’s guide to a lasting relationship.

This course addresses the practice theories and techniques for assessment, evaluation and treatment of individuals and couples presenting with sexual difficulties. The course will provide grounding in the following perspectives: attachment theory, psychosexual 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 age, disability/illness, ethnicity, gender, sexual orientation, and social/cultural variations. The applicability and limitations of different theoretical approaches will be discussed. The course will focus on empirically based models of intervention and will discuss 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 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, brief treatment, as well as the role of sex education in treatment. Differences between individual, couple and group treatment will be discussed. Utilizing case examples, the 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. The 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. The course addresses 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**

Upon completion of this course, students will be able to critically perform the following interpersonal practice skills regarding human sexuality:

1. Assessment skills: Students will be able to identify, choose and apply different theoretical frameworks (such as cognitive-behavioral, systemic, ego-psychological) in the assessment of individuals and couples presenting with sexual difficulties.
   a. Understand current research regarding human sexual behavior as bio-psycho-social, cultural variations and influences on development.
   b. Knowledge of physiology of human sexual function including variations across gender and within gender.
   c. Compare and contrast different models in treatment and their basis in empirical research.

Treatment Planning Skills for individuals and couples: Generate treatment plans that maintain sensitivity to the special needs of clients (including race, gender, ethnicity, social class, sexual orientation, illness/disability, and socioeconomic factors).
a. State and apply criteria for the appropriate choice of modality, duration of service, and theoretical orientation for individuals and couples.
b. State treatment and prevention goals.
c. Develop and list measurable treatment and prevention objectives.

3. Intervention Skills will individuals and couples:
   a. Identify and apply appropriate techniques for discussing sexual difficulties with clients.
   b. Recognize and state impact of race, gender, illness/disability, ethnicity social class, sexual orientation, power and privilege on the treatment process.
   c. Recognize and state impact of special issues presented by client such as physical/sexual abuse, substance abuse, severe psychiatric disturbance or developmental disability on treatment process.

4. Practice Evaluation Skills: evaluate practice using the most valid and reliable measurement tools available and applicable to evaluate sex therapy treatment with individuals and couples.

5. Ethical Practice Skills: Operationalize the NASW Code of Ethics and the American Association of Sex Educators, Counselors, and Therapists Code of Ethics as these apply to value dilemmas in interpersonal practice and sex therapy practice.

RELATIONSHIP TO FOUR CURRICULAR THEMES

Multiculturalism and Diversity Themes are 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 is fundamental to this course.

Social Change and Social Justice are 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 will 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 vantagepoint of different political/governmental controls and cultural customs.

Promotion and Prevention are 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 Sciences Research informs 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, culture/ethnicity/immigration.

COURSE REQUIREMENTS
The standard Rackham definition of grades and description of criteria for those will be used.
A Exceptional individual performance
All the required work for the course is completed + and - grades are given for individual variation of the above

When performance definitely falls below the requirements for graduate work

Deficiency

Failure

Attendance at all classes and reading of all assignments is expected.

ASSIGNMENTS:
This is a highly interactive course, intensive in training and time. Hopefully you will feel that you really ’got your money’s worth and feel far better prepared to address sexuality issues with clients. Other than the final assignment, all assignments are returned the following week. Here is how the grading will proceed: Attendance at class and completion of 5 nongraded assignments: 25%

Critique of self-help book: 15%

Quiz 1 (all quizzes are open book/open note and are not cumulative): 15%

Quizzes 2: 15%

Final paper (this will include presenting your topic to the class): 30%

First five are nongraded assignments:

1. **Due 1/18/06** A three-page or longer paper 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 men and women according to gender role, socioeconomic strata, ethnicity, religion, marital status, and age? What do you think makes a good clinician in counseling men and women about human sexuality? There are no "right" or "wrong" answers. It is your thoughts and perceptions that are useful.

For the following assignments, you may find it helpful to look at the suggested interview formats in Maurice text.

2. **Due 1/18/06** Learning about religious/culture/family/social expectations and sexual behavior. Initiate a discussion with a friend, roommate, colleague in which you: 1.) obtain their consent to talk about sexuality. 2.) explain nature of assignment and reassure them of confidentiality. 3.) Using the timeline or journalistic question asking, discuss how the person learned about the expectations that family, religion, culture had for them about sexual behavior.

- How were the messages taught to the person?
- How specific were the messages with regard to age, gender, social status, distance from family (i.e. were some things okay if they happened at summer camp, but not at home?), degree of permanence of relationship, privacy, or health status?
- How important are those messages in self-definition and sexuality now?
- Were gender roles intertwined with sexual behavior?

In two (or more pages), please write up your experience of the interview. How comfortable were you in asking questions and furthering topic exploration. What were the most difficult aspects of the interview? What surprised you about yourself as an interviewer?
3. **Due 1/25/06  How we learn about sex:** Interviewing about social/psychosexual development. Initiate a discussion with a friend, roommate, colleague in which you: 1.) obtain their consent to talk about sexuality. 2.) explain nature of assignment and reassure them of confidentiality. 3.) Using the timeline or journalistic question asking, discuss how the person learned about sex.

- How was the information transmitted (oral, written, etc)
- Was transmission informal (i.e. friends) or formal (i.e. school sex ed class)
- How did the individual feel when they found out about sex?
- What were the reactions of family, social group to transmitting information about sex?
- How did learning about sex affect psychosexual identity of the individual?
- Were messages about sex positive or negative...did they create fear or pride?
- How was safer sex/STI’s approached?

In two or more pages, please write up your experience of the interview. How comfortable were you asking question, furthering topic exploration. What were the most difficult aspects of the interview? What surprised you about yourself as an interviewer?

4. **Due 2/1/06  Harmful beliefs.** Interview a classmate, colleague, friend. 1.) obtain their consent to talk about sexuality. 2.) explain nature of assignment and reassure them of confidentiality. 3.) Using the timeline or journalistic question asking, discuss harmful beliefs that the person may have learned about sex. You may start by talking about myths and lead into ‘harmful beliefs.’ There are specific harmful beliefs to discuss. These are:

- Women’s bodies are shameful
- A woman cannot be happy without a man
- A woman would not be attracted to other women
- A woman cannot insist on safer sex: i.e. condoms
- Women’s bodies belong to men
- Women have less sexual desire
- Women should not touch their genitals or learn about what gives them pleasure
- Women should not masturbate
- If sex is painful, just put up with it.
- Men must never show vulnerability or gentleness
- A man is only happy if he has many sexual conquests
- A man would not be attracted to other men
- There are different kinds of girls: good girls and sluts. And you don’t have to follow the same rules with the sluts.
- A man should not have to wear a condom for safer sex
- A man shouldn’t talk about sex, just do it
- A man can masturbate if alone, but if he has a partner, then she should ‘take care of that’ for him
- Drinking and getting high make sex easier and better
- It’s okay for a man to pressure a woman into having sex because she secretly wants it
Ask the interviewee to comment on each harmful belief and whether they once held this belief and how this belief affects their actions now.

In two or more pages, please write up your experience of the interview. How comfortable were you asking question, furthering topic exploration. What were the most difficult aspects of the interview? What surprised you about yourself as an interviewer?

5. **Due 2/8/06.** A four or more page summary of an “interview” of someone with a sexual difficulty. Please describe what questions you asked, the order of the questions, and your level of comfort with asking questions. The person you are interviewing can make up a problem for a “mock” interview. The focus is on helping you gain increased comfort in sexual discussions. The purpose of this paper is not to focus on the “client” but to **focus on your interview skills and comfort level.** See Maurice book for question formats.

**Quizzes:**
There will be two in class quizzes. They are open book/open note. Not cumulative.
**Quiz 1:** 2/15/06: Open book test on Wince and Carey chapters 1-6; Maurice chapters 1-8
**Quiz 2:** 3/15/06: Open book test on Wince and Carey, chapters 7-10;
Maurice chapters 9-13

**Due 2/22/06 A critique of a self-help book:**
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 two sex therapy or self-help books (and later to write a paper about some aspect of treating sexual difficulties). For the critique assignments, you will read two different books. You may use books listed on the bibliography about human sexuality and human sexual interaction. Books not on the bib may be selected if these are cleared through the instructor first. You may want to choose a book oriented to your own clinical practice area of interest or a research area in which you are interested.

Each book critique should be at least four pages, or longer, if you wish. 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 this 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. Since these are academic papers, it is better if you avoid 'kitchen sinking' the paper. If you have any questions, please check with the instructor.

Points of critique will graded as follows:
Discussion of reason for choosing book (10 points)
Discussion of readership to which book is directed and summary of book (15 points)
Discussion of strengths of book. (20-25)
Discussion of drawbacks of book. (20-25)
Discussion of applicability of book to social work practice. (15-20)
Overall organization of paper, including introductory and concluding paragraphs, spelling, grammar, punctuation, etc. (15)
(Book critique, graded at 15% of total grade). Please 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 like 'getting stuck in her stuff.'

Due 3/29/06 A research paper (approximately 15 pages) on the treatment of some aspect of sexual dysfunction. This could be low sexual desire, disorders of pain, treatment of trauma, erectile dysfunction, rapid ejaculation. You can use a case example to illustrate the points that you are making in your paper. You will be given 15 minutes in class time to discuss your findings in your paper.

If you have any questions about this assignment or would like to discuss your topic, please talk with me. Avoid 'bulleted' lists and 'kitchen sinking', please. Papers will be graded as follows:
Overview and definitions of your topic.(15-20 points)
Discussion of research and current theory used in treatment. (25 points)
Summarization of your findings and implications for social work (and: discussion of case if applicable). Remember to address issues of culture/ethnicity/orientation/access to resources as relevant to your topic(25)
Conclusions drawn (Or: summary and evaluation) (15)
Overall organization of paper, including introductory and concluding paragraphs, spelling, grammar, punctuation, etc. (15)
(Research Paper, 30% of grade)

SUMMARY OF LECTURES: January 11 – April 19, 2006

1. January 11
A. Overview of course
B. Sexual interaction through the centuries
C. Modern American Myths about sex.
D. Modern Sex Therapy and recent changes in sex therapy
E. Practice interviews.
2. **January 18**
   A. Physiology of sexual functioning: male and female response cycle.
   B. Getting comfortable with terminology.
   C. Introduction of models for interviewing.
   *(Paper Due)*

3. **January 25**
   A. Assessing sexual dysfunctions in different settings, including dual diagnosis, couples, and individuals.
   B. Sexuality throughout the life cycle
   C. The multimodal treatment of sexual dysfunction: desire, arousal, orgasm, and pain based on family therapy models of treatment.
   *(Paper Due)*

4. **February 1**
   Desire and arousal and orgasm disorders
   *(Paper due)*

5. **February 8**
   Treatment of Trauma
   *(Paper due)*

6. **February 15**
   Treating Problems of Pain in Sex
   *(Quiz)*

7. **February 22**
   Compulsive sexual behavior and its treatment.
   Sex and the internet.
   *(Critique due)*

8. **March 1**
   Sex therapy: physical changes due to aging, chronic illness, and physical disability

**Spring Break March 8  No Class**

9. **March 15**
   Ethics, values and sex therapy (poverty, discrimination, exploitation and issues of human rights).
   *Quiz*

10. **March 22**
    A. Affairs and the treatment of sexual difficulties.
    B. Substance abuse, mood altering, and sexual problems.
11. March 29
   Sexual orientation and treatment of sexual problems

12. April 5
   Case studies and student presentations
   (Final Paper Due)

13. April 12
   Case studies and student presentations

14. April 19
   Toward Sexual Well-Being

LECTURES & READING ASSIGNMENTS:

1. January 11
   A. Overview of course
   B. Sexual interaction through the centuries
   C. Modern American Myths about sex.
   D. Modern Sex Therapy and recent changes in sex therapy
   E. Practice interviews.

   Reading: Maurice: ch 1,2; Wincze: ch 1-4
   Foley: 1-5

   Additional recommended reading:
   LeVay-ch 1, 2, 3, 4
   Castleman 1-3, ch 15, Leiblum, Introduction, 17; Kleinplatz, ch. 1

2. January 18
   A. Physiology of sexual functioning: male and female response cycle.
   B. Getting comfortable with terminology.
   C. Introduction of models for interviewing.
   (Paper Due)
   Reading: Maurice: ch 3,4,5; Wincze: ch 5,6
   Foley: ch 6-8
   Suggested reading: LeVay ch 5, 6, 7; Castleman 4-6
   Rosen: ch 1,2, 3; Kleinplatz, 2, 3; Newman, ch 1 – 5

3. January 25
   A. Assessing sexual dysfunctions in different settings, including dual diagnosis, couples, and individuals.
   B. Sexuality throughout the life cycle
C. The multimodal treatment of sexual dysfunction: desire, arousal, orgasm, and pain based on family therapy models of treatment.

(Paper Due)
Reading: Maurice: ch 6-8; Foley: ch 9, 11, 12

Recommended Reading: LeVay, ch. 8, 9
        Kleinplatz, ch 6, 7

4. February 1
Desire and Arousal and Orgasm disorders
(Paper due)
Reading: Foley: 13-16
Recommended reading: LeVay, ch 10, 13
        Heiman and LoPicolo: Becoming Orgasmic
        Swift: How to have an orgasm as often as you want
        Leiblum: ch. 4, 5; Kleinplatz, Ch. 10, 11

5. February 8
Treatment of Trauma
(Paper due)
Reading: Foley: 10

Recommended reading: LeVay, ch 16, 17, 18
        Castleman: 7-10; Staci Haines, Wendy Maltz, David Finklehor

6. February 15
Treating Problems of Pain in Sex
(Quiz)

Readings: Wincze: ch 7-10; Maurice: ch 9,10,13
        Foley: ch 8
Recommended reading: Goodwin: Overcoming Sexual Fear and Pain
        Leiblum: ch 6, 7; Kleinplatz 11, 15

7. February 22
(Critique due)
       Sexual orientation and treatment of sexual problems


8. March 1
       Sex therapy: physical changes due to aging, chronic illness, and physical disability
Recommended reading: Schover: Sexuality and Chronic Illness

March 8, Break, No class

9. March 15
   Ethics, values and sex therapy (poverty, discrimination, exploitation and issues of human rights).
   (Quiz)

   Suggested reading: LeVay, ch. 19
   Alice Dreger, Intersex in the age of ethics.

10. March 22
   A. Affairs and the treatment of sexual difficulties.
   B. Substance abuse, mood altering, and sexual problems.

   Suggested reading: Michele Weiner-Davis, Frank Pittman, David Schnarch

11. March 29
   Compulsive sexual behavior and its treatment.
   Sex and the internet.

   Reading: Maurice: ch 11-12

   Suggested reading: LeVay, ch 15

12. April 5
   Case studies and student presentations
   (Final Paper Due)

13. April 12
   Case studies and student presentations

14. April 19
   Toward Sexual Well-Being

   Suggested reading: Kleinplatz, ch 16

   Studying human sexuality can become compelling. Beware the following quote:

"I don't see much of Alfred anymore since he got interested in sex."

   Mrs. Alfred Kinsey