You have examined your body and your genitals carefully and completely. But there is more to orgasm than just physiology. What is happening up in our heads is at least as important as what is taking place in the pelvic region. . .Our lives are essentially our responsibility.

Lonnie Barbach

For Yourself: The Fulfillment of Female Sexuality

GENERAL INFORMATION
This course will meet Wednesdays, 9AM-12PM, January 89 through April 9, 2003.
In class, you will receive:
1. Syllabus
2. Bibliography on books and articles pertaining to human sexuality and sexual difficulties
3. 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, "Suggested 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 Shaman Drum, S. State Street, Ann Arbor.


Recommended:
Haines, Staci, *The Survivor’s Guide to Sex*
Heiman, J, and LoPicolo, J. *Becoming Orgasmic*

**OTHER BOOKS RELATED TO THE COURSE**
Several books were used extensively when preparing the readings for this course. They are not required reading for the course.

As I prepared the lectures and course readings, here are other books I used extensively. Some of no longer in print but copies may be available in libraries.
Lonnie Barbach, *For Yourself: The Fulfillment of Female Sexuality* (p)
Lonnie Barbach, *For Each Other: Sharing Sexual Intimacy* (p)
Eliana Gil, *Treatment of Adult Survivors of Childhood Abuse*.
Goodwin, *A woman’s Guide to Overcoming Sexual Fear and Pain*
Helen Singer Kaplan, *Disorders of Sexual Desire*
Helen Singer Kaplan, *Evaluation of Sexual Disorders*
Helen Singer Kaplan, P.E.: *How to Overcome Premature Ejaculation*
Sandra Leiblum and Ray Rosen, *Sexual Desire Disorders*
Joseph LoPiccolo, *Becoming Orgasmic* (p)
Wendy Maltz and Beverly Holman, *Incest and Sexuality: A Guide to Understanding and Healing* (p) and *Sexual Healing Journey*
Raymond Rosen, *Erectile Dysfunction*
Leslie Schover, *Sexuality and Chronic Illness*
Donald Symons, *The Evolution of Human Sexuality* (p)

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

**COURSE DESCRIPTION**
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, psychosexual development, gender identity, attachment and interaction, trauma/resiliency/coping, culture/ethnicity/immigration.

COURSE REQUIREMENTS
Grading will be determined as follows:
A or A- Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Excellent attendance.
The difference between A and A- is based on the degree to which these skills are demonstrated.
B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
B Mastery of subject content at level of expected competency - meets course expectations
B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
C or C- Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
E Student has failed to demonstrate minimal understanding of subject content.

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

Due 1/15/03
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. (non-graded)

Due 1/29/03
Practice Interview. A four page summary of an “interview” of someone with a sexual difficulty (since this is a practice interview, the person should know that you are practicing, and be willing to participate by having a ‘practice problem’. 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. Note how long it took to get in all the relevant assessment questions. After assessment is discussed, please hypothesize how you would formulate the evaluation in preparation for a treatment plan. (assignment non-graded)

Due 2/12/03 (#1) and due 3/05/03 (#2)
Two critiques: 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 also 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 five pages, or longer, if you wish. The critique should include:

1. Intro to your paper and why you chose this book.
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 its 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.

If you have any questions, please check with the instructor. (Book critique, each graded as 20-25% of grade).

Due 4/2/03 A research paper (approximately 15 pages) on any aspect of human sexuality and human sexual interaction. Examples: Educating adolescents about sexually transmitted diseases; designing programs to educate the public about acquaintance rape; physiology of female sexual response; the role of estrogen and aging; a comparative study of behavioral, cognitive and group treatment techniques for the treatment of rapid ejaculatory problems in men; sexuality and aging; etc. Please plan on doing a literature review for this paper and have at least 8 bibliographic sources and additionally no more than three from Internet/websites.
OR

A clinical paper (approximately 15 pages) on treating some aspect of sexual difficulty, using a case history design, doing a literature review of current understanding and treatment of this problem, discussion of different methodologies for counseling, choosing a treatment plan, possible other issues that will arise in counseling, probable outcome for the case, etc. Please assess how treatment strategies or approach would change if the client or couple were from different or varying socioeconomic, religious, cultural, or ethnic backgrounds. Please have at least 8 bibliographic sources and no more than three additional from Internet/websites.

If you have any questions about this assignment or would like to discuss your topic, please meet with me.

(Research or Clinical Paper, 35-40% of grade)

Attendance and participation in class comprises the rest of the grade (10-15% of grade).

For A range grade, complete the above and:

Choose a topic from the list of ‘treatment of sexual dysfunctions’ that you receive in class. Research the topic, doing a review of the problem, what is understood about it, and what are current biopsychosocial ways of treating the problem. Prepare a 20 minute presentation for class based on your review of the topic.

SUMMARY OF LECTURES: January 8, 2003 to April 9, 2003

1. January 8
   A. Overview of course
   B. Sexuality throughout history and across cultures
   C. Modern American Myths about sex.
   D. Practice interviews.

2. January 15
   A. Physiology of sexual functioning: male and female response cycle.
   B. The sexual dysfunctions
   C. Introduction of models for interviewing.
   (Paper Due)

3. January 22
   A. Assessing sexual dysfunctions in different settings.
   B. Different models of sex therapy

4. January 29
   A. Sexual orientation, GLBT
   B. Models of treatment, cont.
   (Paper due)
5. February 5  
A. Sex therapy, chronic illness and physical disability  
B. Treating problems of pain in sex  
(Paper due)

6. February 12  
A. Ethics, values, and sex therapy (Example of Intersex)  
B. Treating Arousal and Orgasm Phase Problems

7. February 19  
A. Affairs and the treatment of sexual difficulties  
B. Substance Abuse, Recovery and Sexual difficulties

Spring Break, no class Feb 26.

8. March 5  
Trauma and sexual abuse: Subsequent sex therapy treatment issues  
(Paper due)

9. March 12  
Sexual Desire Disorders.

10. March 19  
A. Compulsive sexual behavior and its treatment  
B. Sex and the internet

11. March 26  
A. Aging and Sexuality  
B. Desire Disorders, cont.

12. April 2  
Erotic transference: how to handle attraction in the office  
(paper due)

13. April 9  
Toward Sexual Well-Being

LECTURES & READING ASSIGNMENTS:

1. January 6  
Overview of course  
Sexuality throughout history and across cultures  
Modern American Myths about sex.  
Modern Sex Therapy and recent changes in sex therapy  
Practice interviews.
Reading: Maurice: ch 1,2,3,4  
Zilbergeld 1-67  
Foley: 1-20

Additional recommended reading: Hyde: ch 1,2,4,5,9

2. **January 15**  
Physiology of sexual functioning: male and female response cycle.  
The Sexual Dysfunctions  
Introduction of models of interviewing  
(Paper Due)

Reading: Zilbergeld: 71-158  
Foley: 71-130 and 201-224  
Wincze and Carey, ch 1-5.  
Suggested Reading: Leiblum, ch 2, 3

3. **January 22**  
Assessing sexual dysfunctions in different settings  
Different models of sex therapy.

Reading: Zilbergeld: 159-237  
Foley: 131-145  
Wincze: ch 6, 7, 8  
Maurice: ch 5, 6

Recommended Reading: Hyde: ch 10,11,12,19

4. **January 29**  
Gender and sexual orientation  
Models of treatment cont,  
(Paper due)

Reading: Maurice, ch. 7, 8  
Newman, 5,6, 9, 10, 12  
Hart, read at least 12 sections

Suggested reading: Leiblum, ch. 12, 13

5. **February 5**  
Sex therapy, chronic illness and physical disability  
Treating problems of pain in sex

Reading: Wincze: 9, 10  
Maurice: 13. Appendix V
Foley: 302-320  
Zilbergeld: 443-520

Recommended reading: Leiblum, 6, 7 14

6. **February 12**  
Values and ethics in sex therapy (example of intersex)  
Arousal and orgasm phase problems

Readings: Maurice, 10, 11, 12  
Foley: ch 8  
Maurice: ch 13

Recommended reading: Leiblum 4, 5, 8, 9, 10, 11

7. **February 19**  
Reading: Foley: ch 10  
Rosen: ch 3, 8, 13

Recommended reading: Herman: Trauma and Recovery  
Maltz: Sexual Healing Journey

**February 27, Break, No class**

VIII. **March 6**  
Sex therapy, chronic illness, and physical disability  
Reading: Wincze: ch 7, 9  
Foley: ch 7  
Rosen: ch 11

Recommended reading: Schover: Sexuality and Chronic Illness  
Leiblum: ch 14

(Paper due)

IX. **March 13**  
Ethics, values and sex therapy (poverty, discrimination, exploitation and issues of human rights).  
Intersex individuals and their families

Reading: Rosen: ch 15, 21

X. **March 20**  
Affairs and the treatment of sexual difficulties.  
Substance abuse, mood altering, and sexual problems.  
Reading: Foley: ch 12
XI. **March 27**
Sexual orientation and treatment of sexual problems
Reading: Maurice: ch 7
Rosen: ch 9

Recommended reading: Leiblum: ch 12

XII. **April 3**
Compulsive sexual behavior and its treatment.
Sex and the internet.
Reading: Rosen: ch 7, 18, 19, 20, 22
(Paper due)

XIII. **April 10**
Aging and Sexuality, Medical Interventions for Sexual Difficulties.
Medications, Interactive Effects and Sexual Functioning
Reading: Zilbergeld: ch 18

Recommended reading: Leiblum: ch 15

XIV. **April 17**
Toward Sexual Well-Being