



MCFT 570: ADVANCED SEX THERAPY FALL 2022

Time & Day: Thursday 9AM - 12PM September 22 - December 15

Place: Corbett Annex, Room 100

Instructor: Steve Ratcliff, MA, LPCC, LPC, NCC, CST

Office hours: By appointment – email to schedule

Email: steve@liberatedcounseling.com or sratcliff@lclark.edu

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CATALOG DESCRIPTION

Advanced knowledge and practice of sex therapy from a systemic, relational perspective. The course includes a focus on the professional context and educational requirements for eventual certification as a sex therapist.

Prerequisites: Enrolled in the MCFT program and MCFT 504, MCFT 560, MCFT 562, MCFT 526, and MCFT 569 are prerequisites.

Credit: 2 units (30 contact hours)

MCFT STUDENT LEARNING OUTCOMES

- SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people’s lived experience
- SLO 1.3 Students apply systems/relational theories to case conceptualization and treatment planning.
- SLO 2.1 Students self-reflect on the implications own and others’ social location in clinical practice.
- SLO 2.2 Students’ clinical practice demonstrates attention to social justice and cultural democracy.
- SLO 3.2 Students draw on the research literature relevant to family therapy in case planning
- SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas
- SLO 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies
- SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location in clinical practice.

COURSE OBJECTIVES

1. Practice applying advanced methods of sex-related psychotherapy, including several different models.
2. Learn principles of consultation, collaboration, and referral relative to the practice of sex therapy.

3. Become familiar with techniques for evaluating clinical outcomes in sex therapy.
4. Understand the educational and practice requirements for membership in AASECT.
5. Gain exposure to treatment of clinical sex therapy cases through observation, demonstration, videotape presentation, role-playing, etc.
6. Explore theory and approach to medical intervention in the evaluation and treatment of psychosexual disorders.

COURSE DESCRIPTION

This course includes a practical experience that provides participants with the opportunity to engage in assessment, treatment planning, intervention, and outcome evaluation in the clinical treatment of sexual issues. Participants will also become more familiar with the broader professional context and requirements for becoming certified sex therapists.

This course will build upon prior courses in human sexuality and sex therapy to aid the participant in integrating sexual theory, assessment, treatment planning, and interventions into their sex therapy practices. Special attention will be paid to Gender, Sexual, and Relationship Diversity (GSRD) populations, post-graduate professional context concerns, certification processes, and professional development factors to encourage clinical excellence after graduation.

SPECIAL NOTICE:

The course discusses sexuality, adult language, and content. Please be sure to take care of yourself if triggered in class or afterward and be sure to reach out to the instructor, friends and supports for extra support if needed. Visitors are not allowed in this course, unless approved in advance by the instructor. The context of our work is critically important and therefore consistent attendance is required. Attendance during the first week of class is incredibly important. In order to ensure the emotional safety of our students and the professor, classes will not be filmed, recorded, or broadcast over platforms such as Skype.

REQUIRED TEXTS/READINGS

Hall, K. S., & Binik, Y. M. (2020). *Principles and practice of sex therapy* (6th ed.). The Guilford Press. ISBN 978-1462543397

Required Articles (all required articles are in moodle)

- AASECT Code of Ethics
- Guidelines for psychologists working with gender, sexuality and relationship diversity (2019)
- <https://www.indeed.com/career-advice/career-development/how-to-write-smart-goals>
- Clinical Practice Guidelines for Working with People with Kink Interests (2019)
- Littles: Affects and Aesthetics in Sexual Age-Play (2018)
- The “Furry” Phenomenon/ Characterizing Sexual Orientation, Sexual Motivation, and Erotic Target Identity Inversions in Male Furies (2019)
- A Qualitative Exploration of Adult Baby/Diaper Lover Behavior From an Online Community Sample (2019)
- Findings From a Community Survey of Individuals Who Engage in Pup Play (2022)

- Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (2015)
- Treating Sexual Problems in Transgender Clients (2017)
- Attending to gender in psychotherapy/ Understanding and incorporating systems of power (2014)
- QUICK REFERENCE TO PSYCHIATRIC MEDICATIONS (2019)
- What Asexuality Tells Us About Sexuality (2017)
- Beyond the birds and the bees and was it good for you?/ thirty years of research on sexual communication (2011)
- Dimensions of Couples' Sexual Communication, Relationship Satisfaction, and Sexual Satisfaction/ A Meta-Analysis (2021)
- <https://theranest.com/ebooks/billing101/> (all modules)
- <https://www.psychotherapynetworker.org/blog/details/950/becoming-a-more-entrepreneurial-therapist>

Optional Articles (all optional articles are in moodle)

- Gender, Sexual, and Relationship Diversity (GSRD) (2019)
- The Clitoral Complex: A Dynamic Sonographic Study (2009)
- Sexual Desire Discrepancy as a Feature, Not a Bug, of Long-Term Relationships: Women's Self-Reported Strategies for Modulating Sexual Desire (2014)
- Impact of a Multidisciplinary Vulvodynia Program on Sexual Functioning and Dyspareunia (2015)
- A Desire to be 'Normal'? A Discursive and Intersectional Analysis of 'Penetration Disorder' (2016)
- Comprehensive Review of the Anatomy and Physiology of Male Ejaculation: Premature Ejaculation Is Not a Disease (2015)
- The Emperor Has No Clothes: A Review of the 'Pornography Addiction' Model (2015)
- Erectile dysfunction (2017)
- Prostate-Induced Orgasms/ A Concise Review Illustrated with a Highly Relevant Case Study (2018)
- A Clinical Framework for Sexual Minority Couple Therapy (2021)
- The kink-poly confluence/ relationship intersectionality in marginalized communities (2016)
- NCSF - What psychology professionals should know about polyamory (2014)
- Demographic Comparison of American Individuals in Polyamorous and Monogamous Relationships (2018)
- The Structure of Kink Identity/ Four Key Themes Within a World of Complexity (2020)
- Partner Selection, Power Dynamics, and Mutual Care Giving in Long-Term Self-Defined BDSM Couples (2020)
- Becoming kink-aware - a necessity for sexuality professionals (2015)
- APA GUIDELINES for Psychological Practice with Sexual Minority Persons (2021)
- Future Directions in Affirmative Psychological Interventions with Transgender Children and Adolescents (2019)

- Alternative sexuality, sexual orientation and mobile technology/ findings from the National Coalition for Sexual Freedom technology and health enhancement feasibility study (2022)
- Kinky & Queer/ Exploring the Experiences of LGBTQ + Individuals who Practice BDSM (2020)
- Bisexuals doing gender in romantic relationships (2009)
- Sexual Values as the Key to Maintaining Satisfying Sex After Prostate Cancer Treatment: The Physical Pleasure–Relational Intimacy Model of Sexual Motivation (2013)
- Sexuality and Disability/ The Missing Discourse of Pleasure (2000)
- Predictors of the Sexual Well-being of Individuals Diagnosed with Herpes and Human Papillomavirus (2015)
- Impact of gynecological surgery on female sexual function (2010)
- Chemsex cultures/ Subcultural reproduction and queer survival (2021)
- More similarities than differences? An exploratory analysis comparing the sexual complaints, sexual experiences, and genitourinary health of older sexual minority and sexual majority adults (2019)
- Improving Therapists' Effectiveness/ Can Deliberate Practice Help? (2020)
- Determined to Improve/ An Exploration of Therapist Perspectives About Their Development (2021)
- Do Psychotherapists Improve With Time and Experience? A Longitudinal Analysis of Outcomes in a Clinical Setting (2016)
- The Role of Deliberate Practice in the Development of Highly Effective Psychotherapists (2015)

RECOMMENDED RESOURCES

- American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7th ed.). Author.
- Hertlein, K. M., Gambescia, N., & Weeks, G. R. (2020). *Systemic sex therapy* (3rd ed.). Routledge: Taylor & Francis Group.

Clinical Resources

- Brotto, L. A. (2018). *Better sex through mindfulness: How women can cultivate desire*. Greystone books.
- McCarthy, B. (2015). *Sex made simple: Clinical strategies for sexual issues in therapy*. Pesi.
- Nagoski, E. P. (2015). *Come as you are: The surprising new science that will transform your sex life*. Simon & Schuster.
- Rowland, D. L. & Jannini, E. A. (2020). *Cultural difference and the practice of sexual medicine: A guide for sexual health practitioners*. Springer.
- Skinta, M. & Curtin, A. (2016). *Mindfulness and acceptance for gender and sexual minorities: A clinician's guide to fostering compassion, connection and equality using contextual strategies*. Context Press.
- Weiner, C. & Avery-Clark, C. (2017). *Sensate focus in sex therapy: The illustrated manual*. New York: Routledge: Taylor & Francis Group.

Gender Diversity

- Chang, S. C., Singh, A. A., & Dickey, L. M. (2018). *A clinician’s guide to gender-affirming care: Working with transgender and gender nonconforming clients.* Raincoast Books.
- Fielding, L. (2021) *Trans sex: Clinical approaches to trans sexualities and erotic embodiments.* Routledge.
- Hoffman-Fox, D. (2017). *You and your gender identity: A guide to discovery.* Skyhorse.
- Teich, N. M. (2012). *Transgender 101: A simple guide to a complex issue.* Columbia University Press.
- Testa, R. J., Coolhart, D., Peta, J. (2015). *The gender quest workbook: A guide for teens and young adults exploring gender identity.* Raincoat Books.

Relationship Diversity

- Hardy, J. W., & Easton, D. (2017) *The ethical slut: A practical guide to polyamory, open relationships, and other freedoms in sex and love* (3rd ed.). Ten Speed Press.
- Patterson, K. (2018). *Love’s not colorblind: Race and representation in polyamorous and other alternative communities.*
- Perel, E. (2006). *Mating in captivity.* Harper Collins.
- Perel, E. (2017) *The state of affairs: Rethinking infidelity.* Harper Collins.
- Taormino, T. (2008). *Opening up: A guide to creating and sustaining open relationships.* Cleis Press.

Sexual Diversity

- Bogaert, A. F. (2012). *Understanding asexuality.* Rowman and Littlefield.
- Chen, A. (2020). *Ace: What asexuality reveals about desire, society, and the meaning of sex.* Beacon Press.
- Langdridge, D., Richards, C., & Barker, M.J. (2007). *Safe, sane and consensual: Contemporary perspectives on sadomasochism.* Palgrave MacMillan.
- Ortman, D. M. & Sprott, R. A. (2013). *Sexual outsiders: Understanding BDSM sexualities and communities.* Rowan & Littlefield.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1.Practice applying advanced methods of sex-related psychotherapy, including several different models.	SLO 1.2 SLO 1.3	CC 1.1.2 CC 2.2.3 CC 2.3.1 CC 3.3.1 CC 4.1.1 CC 4.5.3	Class Participation Case Presentation Diversity Paper

		CC 2.2.5 CC2.3.7 TS 01.01 TS 01.02 TS 02.02 TS 02.21 TS 02.03 TS 03.04 TS 02.08 TS 03.11	
2. Learn principles of consultation, collaboration, and referral relative to the practice of sex therapy.	SLO 2.1 SLO 4.1 SLO 4.2	CC 3.4.5 CC 5.2.1 CC 5.2.2 CC 5.4.1 CC5.4.2 TS 04.01	Class Participation Case Presentation Reflection Paper
3. Become familiar with techniques for evaluating clinical outcomes in sex therapy	SLO 2.2 SLO 3.2	CC 1.1.3 CC 2.1.6 CC 2.3.8 CC 4.1.2 CC 4.4.1 CC 4.4.6 CC 3.1.1 CC 5.3.8 CC 6.1.1 CC 6.3.2 TS 02.20 TS 03.11 TS0 3.23 TS 05.09	Class Participation Case Presentation Diversity Paper
4. Understand the educational and practice requirements for membership in AASECT.	SLO 4.2	CC 5.1.1 CC 5.1.2	Class Participation
5. Gain exposure to treatment of clinical sex therapy cases through observation, demonstration, videotape presentation, role-playing, etc.	SLO 4.2 SLO 4.3	CC 2.1.4 CC 4.3.8 CC 4.5.3 CC 5.4.2 TS 03.04 TS 03.11 TS 03.23	Case Presentation Class Participation Reflection Paper
6. Explore theory and approach to medical intervention in the evaluation and treatment of psychosexual disorders.	SLO 1.2 SLO 3.2 SLO 4.3	CC 2.1.1 CC 2.1.2 CC 2.2.5 CC 2.3.7	Class Participation Case Presentation

		CC 3.1.1 CC 3.3.1 CC 4.5.3 CC 6.4.1 TS 03.11 TS 04.01 TS 05.09 TS02.06	
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CLASS ASSIGNMENTS

A note about writing: All written submissions for this course should be typed, in 12-point size, Times New Roman font, and double-spaced. The ability to express yourself and think critically through writing is important to your professional development. Please proofread your writing and be coherent with your writing style.

1. Participation & Attendance (20 points)

This course emphasizes shared reflection on the personal and professional implications of the assigned readings and the implications of these for the practice of marriage, couple, and family therapy. Toward this end, you are expected to:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by written reflections on the required readings for the day.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking. **No electronic devices may be used, except to access readings or make notes.**
- Contribute to in-class discussion based on the topics of discusses and assigned readings.
- Participate in small group discussions and role-plays.
- Put your cell phones on silent or vibrate mode during class. Do not view text messages during class. On-going use of cell phones and other media unrelated to the course, during class, will negatively reflect in your final grade.

Your participation in class activities will be evaluated according to the following rubric:

Class Participation Expectation	Possible points	Points Demonstrated
<u>Attendance:</u> Student attends class on time and is attentive throughout the course to other students and to the instructor. Student are respectful in communication and actively participate in class activities.	10	
<u>Readings Completed Prior to Class:</u> Student has completed the assigned readings and reflected on their application to practice prior to the class. Students attest to having completed readings via Moodle before this class begins.	10	

2. Reflection Paper (15 points)

DUE AT START OF CLASS 10.27.2022

Because therapy is a deeply personal process and sex therapy a highly value-laden one, the purpose of this paper is to encourage raising your awareness to areas of potential countertransference or value conflicts with clients. For this assignment, pick a difficult sex therapy client or a potentially challenging sex therapy population to work with. Reflect on what is challenging about this specific case or population and what you can do to provide competent care to this population. Questions to consider include:

- What are your personal values and morals about this concern or population?
 - How are they similar or different from the clients?
- How are you providing consensual sex therapy with this client?
- Where are your blind spots likely to show up in this case?
- How might countertransference begin to show up and what is it likely to be around?
What would be your clues?

This assignment must be typed, double-spaced, in APA style, and must be written at graduate level English. All written assignments must be written in times new roman, 12-point font. This paper should be at least 3-5 pages in length.

Students will be permitted one "redo" if they score lower than 9 points on this paper.

Assignments that are not turned in on time will be discounted 20% of the total points.

Your paper will be graded based upon the following rubric:

Self-Reflection Paper	Possible points	Points Demonstrated
<u>Follows APA formatting:</u> The work is exemplary in APA 7th edition style and citation, includes a proper title page, reference page and topic headings. The font size is 12 pts., double-spaced, with one-inch margins along with proper headings and page numbering.	3	
<u>Mechanics / Grammar:</u> The work has outstanding sentence structure, grammar, and diction. Punctuation is used correctly and there are no spelling errors or run-on sentences.	2	
<u>Content:</u> Student demonstrates a highly developed response to the assignment content and context. Depth of personal insight and understanding is evidenced (e.g. integrating your personal growth and experiences).	5	
<u>Organization & Development:</u> The work is highly organized, integrates concepts excellently, and includes very thorough development	5	

of points/ideas and logical transitions with strong topic sentences. The length is acceptable and within the page requirements.		
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3. Case Presentation Assignment (40 Points)

Presenting a clinical case is a special skill for sex therapists that you will use in practicum, consultation, supervision, and post-graduate experience. While the forms of presenting a case may shift depending on the context, this skill is a helpful practice of integrating the materials you have studied in this and prior human sexuality and sex therapy courses.

For this assignment, you will present a client case presentation to our class. Individually, you will present this real or fictitious case for 30 minutes with 20 minutes of follow-up discussion with the class that you will lead. Ensure that your case has a sex therapy component.

NOTE: *Do not use the client's name in the case report; use initials or a fictitious name. Do not write any other identifying information, such as name of employer, doctor, or referring individual, etc.*

Your presentation will last 50 minutes and include:

- 30 minutes of case presentation in front of the class
- A PowerPoint presentation summarizing the key aspects of your case
 - Include at least 1 peer-reviewed article related to your cases' diagnosis, culture, ethics, or treatment
 - Identify at least 1 AAMFT ethical considerations and 1 AASECT ethical consideration.
- 20 minutes of guided discussion of the case with the class
 - Include 1-2 specific questions for the class to discuss about this case
 - What would be most helpful for you today from the class?

The power point presentations are to be organized in this fashion:

- 1. Client Demographics**
- 2. Presenting Problem(s)**
 - a. State the client's initial concern for seeking therapy
 - i. Length of time with this issue?
 - ii. Context(s) for this issue (situational or universal)?
- 3. Case Conceptualization – Using the BioPsychoSocial / Cultural Model:**
 - a. Health History (e.g. medical conditions)
 - b. Medication (if any)
 - c. Prior Counseling History (if any)
 - d. Brief Client History
 - i. Family of Origin
 - ii. Relationship History
 - iii. Sexual Development History
 - iv. Current Relationship Structures

- e. Client's identities (e.g. sexual orientation, gender identity, ethnicity, religion, etc.)
 - f. Client's strengths
- 4. Assessment**
- a. What assessment inventories were utilized (if any) and what was the client's response to them?
 - b. DSM 5 TR Diagnosis and justification
- 5. Treatment Planning**
- a. What is your theoretical model for treating this client and why?
 - b. What are your SMART treatment goals for this client?
- 6. Interventions**
- a. What specific interventions to you plan or are you implementing with this client?
 - i. Includes a description of how you will use the intervention in session and what you will recommend the client do as homework out of session
 - b. How are they responding to these interventions?
 - i. What signs of progress have you observed?
 - ii. Complicating factors with this client?
 - c. What referrals, outside resources, or collaborations are indicated for this client?
 - d. What do you plan to do in subsequent sessions?

Your case presentation will be evaluated according to the following rubric:

Case Presentation	Possible points	Points Demonstrated
<u>Organization:</u> Presentation follows outline specified above	10	
<u>Case Conceptualization:</u> Considers interconnections among biological, psychological, and social systems as they relate to presenting concerns	10	
<u>Assessment:</u> Assessment procedures are utilized appropriately, the theoretical model is demonstrated to be appropriate for the case presented, and student synthesizes the information gathered effectively	5	
<u>Treatment Planning:</u> Student formulates a treatment plan that aligns with treatment goals and utilizes SMART treatment goals	5	
<u>Interventions:</u> Student chooses appropriate sex therapy interventions tied to the treatment goals and demonstrate their	10	

understanding of how interventions work and their intended treatment outcomes		
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If you are unable to complete your case presentation on the day you sign up for, you must notify the instructor prior to your presentation date to make alternate arrangements. A late presentation will be penalized 20% of total points.

4. Diversity Paper (25 Points)

DUE AT START OF CLASS 12.01.2022

The diversity paper will provide an opportunity for you to demonstrate your ability to address the unique needs of a specific gender, sexual, or relationship diversity population.

Pick a sexual, gender, or relationship diverse community that interests you. Your paper will utilize at least 5 current (2012 – present) research articles to discuss working with this population in sex therapy. *The course textbook will not be counted as one of these five sources.* Consider what accommodations this population may need and how you could tailor sex therapy to meet this population's unique needs. What potential transference and countertransference concerns arise for you in working with this population?

Cite relevant AAMFT and AASECT ethical codes in your discussion.

- Ex. AAMFT 2.4 Confidentiality in Non-Clinical Activities
- Ex. AASECT principle 3.1.c the limits of interventions effectiveness

Examples of diversity populations:

- Sexual
 - BDSM
 - AB / DL
 - Furies
 - Other Kink Communities
 - Bi / Pan Sexual
 - Gay / Lesbian
 - Etc.
- Gender
 - Nonbinary
 - Fluid
 - Trans
 - Queer
 - Etc.
- Relationship
 - Swinger
 - Polyamorous
 - Relationship Anarchy
 - Etc.

This assignment must be typed, double-spaced, in APA style, and must be written at graduate level English. All written assignments must be written in times new roman, 12-point font.

Your paper must be 4-6 pages *plus* a title and a reference page. In order to encourage brevity, papers beyond this page limit may lose points.

Students will be permitted one “redo” if they score lower than 15 points on this paper.

Assignments that are not turned in on time will be discounted 20% of the total points.

Your paper will be graded based upon the following rubric:

Diversity Paper	Possible points	Points Demonstrated
<u>Follows APA formatting:</u> The work is exemplary in APA 7th edition style and citation, includes a proper title page, reference page and topic headings. The font size is 12 pts., double-spaced, with one-inch margins along with proper headings and page numbering.	3	
<u>Paper length:</u> Paper is 6-8 pages of content <i>plus</i> a title and reference page.	2	
<u>Use of Sources:</u> The work is outstanding in the integration of assigned readings (and research if applicable).	5	
<u>Mechanics / Grammar:</u> The work has outstanding sentence structure, grammar, and diction. Punctuation is used correctly and there are no spelling errors or run-on sentences.	2	
<u>Content:</u> Student demonstrates a highly developed response to the assignment content and context. Considerable depth of personal insight and understanding is evidenced.	5	
<u>Analysis & Argumentation:</u> Student demonstrates an exemplary ability to apply and integrate theory and concepts, including ethical and cultural issues when applicable. Analysis is logical and thorough.	5	
<u>Assignment is turned in <i>on time</i> (12/01/2022)</u>	3	

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISABILITY SERVICES STATEMENT

- Option 1: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.
- Option 2: If you require academic accommodations, please contact the Office of Student Accessibility in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

NON-DISCRIMINATION POLICY

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

DISCLOSURE OF PERSONAL INFORMATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

EVALUATION AND GRADING

Grades for this course will be determined as follows:

Participation & Attendance	20 pts
Reflection Paper	15 pts
Case Presentation	40 pts
<u>Diversity Paper</u>	<u>25 pts</u>
Total	100 pts

94-100 = A 90-93.5 = A- 88-89.5 = B+
83-87.5 = B 80-82.5 = B- 78-79 = C+
73-77.5 = C 70-72 = C-

According to Graduate School policy, grades lower than B- may not apply to graduation.

COURSE STRUCTURE, SCHEDULE, REQUIRED READINGS, AND ASSIGNMENTS

Reading Abbreviations:

PPST Principles and Practice of Sex Therapy;
(OPT) Optional Reading

09.22: Review Syllabus (Expectations, Evaluation Criteria, Etc.)

- Today's Outline
 - **Lecture:** Sexual, Gender, and Relationship Diversity
 - Individual v. Couple Interventions
 - Biopsychosocial / cultural perspective
 - Collaboration
 - *Brief Case Presentation by Instructor and Discussion*
- Assignments Due Today
 - **Sign up for Case Presentation**
- Required Readings Due Before This Class
 - *PPST Introduction, ch. 11*
 - *AASECT Code of Ethics*
 - <https://www.indeed.com/career-advice/career-development/how-to-write-smart-goals>
 - Guidelines for psychologists working with gender, sexuality and relationship diversity (2019)
- Optional Readings Before This Class
 - Gender, Sexual, and Relationship Diversity (GSRD) (2019)

09.29: Common Concerns Impacting AFAB People

- Today's Outline
 - **Lecture:** Common Concerns Impacting AFAB People
 - *Brief Case Presentation by Instructor and Discussion*
- Assignments Due Today: None
- Required Readings Due Before This Class
 - *PPST ch. 1, 5, 9*
- Optional Readings Before This Class

- *PPST ch. 2*
- The Clitoral Complex: A Dynamic Sonographic Study (2009)
- Sexual Desire Discrepancy as a Feature, Not a Bug, of Long-Term Relationships: Women's Self-Reported Strategies for Modulating Sexual Desire (2014)
- Impact of a Multidisciplinary Vulvodynia Program on Sexual Functioning and Dyspareunia (2015)
- A Desire to be 'Normal'? A Discursive and Intersectional Analysis of 'Penetration Disorder' (2016)

10.06: Common Concerns Impacting AMAB People

- Today's Outline
 - **Lecture:** Common Concerns Impacting AMAB People
 - *Brief Case Presentation by Instructor and Discussion*
- Required Readings Due Before This Class
 - *PPST ch. 3, 4, 6*
- Optional Readings Before This Class
 - *PPST ch. 7*
 - Comprehensive Review of the Anatomy and Physiology of Male Ejaculation: Premature Ejaculation Is Not a Disease (2015)
 - The Emperor Has No Clothes: A Review of the 'Pornography Addiction' Model (2015)
 - Erectile dysfunction (2017)
 - Prostate-Induced Orgasms/ A Concise Review Illustrated with a Highly Relevant Case Study (2018)

10.13: NO CLASS TODAY

10.20: Cultural Responsiveness with Relationship Diversity

- Today's Outline
 - **Lecture:** Cultural Humility & Responsiveness with Relationship Diversity
 - *Case Presentation Person 1*
 - *Case Presentation Person 2*
- Assignments Due Today
 - **Person 1 Presenting**
 - **Person 2 Presenting**
- Required Readings Due Before This Class
 - *PPST ch. 14, 15, 16*
- Optional Readings Before This Class
 - A Clinical Framework for Sexual Minority Couple Therapy (2021)
 - The kink-poly confluence/ relationship intersectionality in marginalized communities (2016)
 - NCSF - What psychology professionals should know about polyamory (2014)

- Demographic Comparison of American Individuals in Polyamorous and Monogamous Relationships (2018)

10.27: Cultural Responsiveness with Sexual Diversity

- Today's Outline
 - **Lecture:** Cultural Humility & Responsiveness with Sexual Diversity
 - *Case Presentation* Person 3
 - *Case Presentation* Person 4
- Assignments Due Today
 - **Persons 3 and 4 Presenting**
 - **Reflection Paper Due**
- Required Readings Due Before This Class
 - *PPST ch. 10, 13*
 - Clinical Practice Guidelines for Working with People with Kink Interests (2019)
 - Littles: Affects and Aesthetics in Sexual Age-Play (2018)
 - The "Furry" Phenomenon/ Characterizing Sexual Orientation, Sexual Motivation, and Erotic Target Identity Inversions in Male Furies (2019)
 - A Qualitative Exploration of Adult Baby/Diaper Lover Behavior From an Online Community Sample (2019)
 - Findings From a Community Survey of Individuals Who Engage in Pup Play (2022)
- Optional Readings Before This Class
 - The Structure of Kink Identity/ Four Key Themes Within a World of Complexity (2020)
 - Partner Selection, Power Dynamics, and Mutual Care Giving in Long-Term Self-Defined BDSM Couples (2020)
 - Becoming kink-aware - a necessity for sexuality professionals (2015)
 - APA GUIDELINES for Psychological Practice with Sexual Minority Persons (2021)

11.03: NO CLASS TODAY

11.10: Cultural Responsiveness with Gender Diversity

- Today's Outline
 - **Lecture:** Cultural Humility & Responsiveness with Gender Diversity
 - **Lecture:** Medical Interventions for Gender Diverse People
 - *Case Presentation* Person 5
- Assignments Due Today
 - **Person 5 Presenting**
- Required Readings Due Before This Class
 - *PPST ch. 18, 19*
 - Guidelines for Psychological Practice With Transgender and Gender Nonconforming People (2015)

- Treating Sexual Problems in Transgender Clients (2017)
- Attending to gender in psychotherapy/ Understanding and incorporating systems of power (2014)
- Optional Readings Before This Class
 - Bisexuals doing gender in romantic relationships (2009)
 - Future Directions in Affirmative Psychological Interventions with Transgender Children and Adolescents (2019)
 - Alternative sexuality, sexual orientation and mobile technology/ findings from the National Coalition for Sexual Freedom technology and health enhancement feasibility study (2022)
 - Kinky & Queer/ Exploring the Experiences of LGBTQ + Individuals who Practice BDSM (2020)

11.17: Medical Conditions that Impact Sexuality

- Today's Outline
 - **Lecture:** Chronic Illness, Cancer, STI, Medication, and Disability
 - Case Presentation **Person 6**
 - Case Presentation **Person 7**
- Assignments Due Today
 - **Persons 6 and 7 Presenting**
- Required Readings Due Before This Class
 - *PPST ch. 8, 20, 21*
- Optional Readings Before This Class
 - *PPST Ch 22*
 - Sexual Values as the Key to Maintaining Satisfying Sex After Prostate Cancer Treatment: The Physical Pleasure–Relational Intimacy Model of Sexual Motivation (2013)
 - Sexuality and Disability/ The Missing Discourse of Pleasure (2000)
 - Predictors of the Sexual Well-being of Individuals Diagnosed with Herpes and Human Papillomavirus (2015)
 - Impact of gynecological surgery on female sexual function (2010)

11.24: THANKSGIVING HOLIDAY – NO CLASS TODAY

12.01: General Medical Interventions

- Today's Outline
 - **Lecture:** Pharmacotherapy, PT, and Surgery
 - Case Presentation **Person 8**
 - Case Presentation **Person 9**
- Assignments Due Today
 - **Persons 8 and 9 Presenting**
 - **Diversity Paper Due**
- Required Readings Due Before This Class
 - Review the website <http://www.apta.org>

- QUICK REFERENCE TO PSYCHIATRIC MEDICATIONS (2019)
- What Asexuality Tells Us About Sexuality (2017)
- Beyond the birds and the bees and was it good for you?/ thirty years of research on sexual communication (2011)
- Dimensions of Couples' Sexual Communication, Relationship Satisfaction, and Sexual Satisfaction/ A Meta-Analysis (2021)
- Optional Readings Before This Class
 - Chemsex cultures/ Subcultural reproduction and queer survival (2021)
 - More similarities than differences? An exploratory analysis comparing the sexual complaints, sexual experiences, and genitourinary health of older sexual minority and sexual majority adults (2019)

12.08: Controversies, Ethics, and Outcomes

- Today's Outline
 - **Lecture:** Controversies in the human sexuality and sex therapy field
 - Sex addiction, trauma memory recovery, use of sex surrogates, sex work, minor attraction
 - **Lecture:** Ethical Dilemmas
 - *Case Presentation* **Person 10**
- Assignments Due Today
 - **Person 10 Presenting**
- Required Readings Due Before This Class
 - *PPST ch. 12, 14, 17*
- Optional Readings Before This Class
 - TBD

12.15: Certification and the Realities of Practice

- Today's Outline
 - **Lecture:** Sex Therapy Certification
 - AASECT
 - American Board of Sexology
 - **Lecture:** Outcome Tracking and Deliberate Practice
 - **Lecture: Realities of Practice**
 - Private v. Group Practice
 - Insurance v. Self-Pay
 - Billing Codes
 - *Area for Continued Growth Discussion*
 - Evaluations (20 minutes)
- Assignments Due Today: NONE
- Required Readings Due Before This Class
 - *PPST ch. 23*
 - <https://theranest.com/ebooks/billing101/> (all modules)
 - <https://www.psychotherapynetworker.org/blog/details/950/becoming-a-more-entrepreneurial-therapist>

- Optional Readings Before This Class
 - Improving Therapists' Effectiveness/ Can Deliberate Practice Help? (2020)
 - Determined to Improve/ An Exploration of Therapist Perspectives About Their Development (2021)
 - Do Psychotherapists Improve With Time and Experience? A Longitudinal Analysis of Outcomes in a Clinical Setting (2016)
 - The Role of Deliberate Practice in the Development of Highly Effective Psychotherapists (2015)