



**MCFT 563 TREATMENT ISSUES IN FAMILY THERAPY**  
**Pleasure Activism in Sex Therapy**  
**SPRING 2024**

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**Time & Day:** Fridays 1pm-4pm from 1/12/24-2/9/24

**Place:** York Graduate Center Room 107

**Instructor:** Taylor Kravitz LMFT (she/they)

**Office Hours:** Please email or call to schedule a time to meet.

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**CATALOG DESCRIPTION**

Applications of family systems approach to treatment of families in crisis and transition. A portion of this course emphasizes clinical case conceptualization and treatment planning.

In this course, you will learn about pleasure activism and practical ways to work with the most common sexual concerns that come up in sex therapy through this lens. We will explore ways to reframe sexual “dysfunction” through a more radical and liberation based approach that allows clients to discover more empowerment and pleasure.

**Prerequisite:** None

**Credit:** 1 semester unit (15 contact hours)

**MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

**SLO 1.2:** Students recognize the interconnections among biological, psychological, social systems in people’s lived experience.

**SLO 1.3:** Students will apply systems/relational theories to clinical case conceptualization.

**SLO 2.2:** Students’ clinical practice demonstrates attention to social justice and cultural democracy.

**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 issues in clinical practice.

## COURSE OBJECTIVES

At the end of this course, students are expected to:

- 1) Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.
  - a) approach treatment of common sex therapy presenting concerns with a systemic lens
- 2) Apply course content to case conceptualization, treatment planning, and intervention. In this section, these include:
  - a) develop holistic conceptualization of clients' sexual concerns (physiological, emotional, psychological, relational, societal, & spiritual)
  - b) develop strategies for guiding clinical conversations that help clients overcome oppressive dominant discourses and expand pleasure & fulfillment within their sexuality
  - c) develop understanding of sex therapy interventions that are rooted in pleasure activism, social justice, and awareness of systems

## TEXT/READINGS

### Texts

- **Pleasure Activism** by adrienne maree brown
- **Come As You Are** by Emily Nagoski
- **Sensate Focus in Sex Therapy** by Linda Weiner & Constance Avery-Clark

## COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.	SLO 1.2 SLO 1.3 SLO 4.2	CC 1.1.1 CC 1.1.2 CC 2.2.3 CC 4.1.1 CC 4.5.3 TS 01.01 TS 01.02	Final presentation  Participation in course discussion and role play—participation rubric
1a. Approach treatment of common sex therapy presenting concerns with a systemic lens.	SLO 1.3 SLO 4.3	CC 1.1.1 CC 1.1.2 CC 2.2.3 CC 4.1.1 CC 4.5.3	Final presentation  Participation in course discussion and role

		TS 01.01 TS 01.02	play—participation rubric
2. Apply course content to case conceptualization, treatment planning, and intervention.	SLO 1.3 SLO 4.3	CC 1.2.1 CC 1.3.1 CC 2.3.1 CC 2.3.8 CC 4.1.2	Participation in course discussion and role play—participation rubric
2a. develop holistic conceptualization of clients' sexual concerns (physiological, emotional, psychological, relational, societal, & spiritual)	SLO 2.1 SLO 4.3	P 1.2.1 P 1.2.2 E 1.3.1 CC 2.1.1	Final Presentation  Participation in course discussion and role play—participation rubric
2b. develop strategies for guiding clinical conversations that help clients overcome oppressive dominant discourses and expand pleasure & fulfillment within their sexuality	SLO 2.2 SLO 4.3	CC 2.1.6	Final Presentation  Participation in course discussion and role play—participation rubric
2c. develop understanding of sex therapy interventions that are rooted in pleasure activism, social justice, and awareness of systems	SLO 2.2 SLO 4.3	CC 2.1.6 CC 3.1.1. CC 4.1.2	Final Presentation  Participation in course discussion and role play—participation rubric

## CLASS ASSIGNMENTS

### 1. **Participation** (40 points)

This course emphasizes shared engagement with the assigned readings and clinical competencies. Toward this end, you are expected to:

- Attend and participate in **all** class meetings to the best of your ability & within your level of comfort. My goal is to honor all of our unique brains & ways of participating. Feel free to speak to me if you prefer to participate and engage in less evident ways. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by expanded reflection and engagement with course material.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking or making a presentation.
- Engage in group discussions and role plays.
- Deal with other students and/or the instructor in a respectful fashion.

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
Prompt and dependable presence in the class.	10	
Prepares for class by immersing self in course readings and reflecting on their application to practice.	10	
Engages in course activities with a spirit of openness and curiosity.	10	
Helps to create an atmosphere of comfort, respect, and mutual care among all class members.	10	
<b>TOTAL</b>	<b>40</b>	

## 2) Final Project (60 points).

Throughout the course students are encouraged to consider what sex therapy topic they would like to focus on for their final project. Students will choose a sex therapy topic and create a project that reflects their curiosity, effort to gain knowledge, ideas for treatment, and awareness of systemic factors. Students will aim to explore a pleasure activism lens in how they approach this topic. Students may choose to do this project solo or work with a partner (if there's an uneven number of folks hoping to do this with a partner, we may have a group of 3 and slightly extend the length of the assignment). Students may choose from the following formats for the project, depending on what works best for their unique brain & learning style:

1. A 20 minute presentation: this should consist of some visual presentation or handout(s) for your colleagues to be able to follow along & build upon the knowledge you share.
2. A 5+ page paper and a brief summary handout for your colleagues to be able to build upon your knowledge.
3. A 20 minute video or audio recording you will submit to the instructor (only viewed by instructor) and a brief handout outlining your video/audio recording for your colleagues to be able to build upon your knowledge.

<b>Your presentation will be evaluated according to the following criteria:</b>	Possible points	Points demonstrated
Demonstrates curiosity about a sex therapy topic through reading, learning, and building new perspectives.	10	
Explores how to integrate a pleasure activism lens to their chosen sex therapy topic.	10	
Identifies how systems may impact this sex therapy topic (i.e. power, oppression, family, relationships, identity, etc)	10	
Identifies how this sex therapy topic may show up in the therapy room and/or how to engage in treatment.	10	
Reflections integrate material across readings and represent your thinking as you engage with course concepts.	10	
Writing style or style of presentation is clear and evident of care & intention.	10	
<b>TOTAL</b>	<b>60</b>	

### **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](mailto: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.

### **LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

### **DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for themselves 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 non-emergent text messaging should not occur during class time. If there is an emergency you may exit the class to use your cell.

## EVALUATION & GRADING

Participation	40 pts
Final Project	60 pts
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. Students earning a C+ or lower will need to repeat the course.

## COURSE SCHEDULE

	Topics	Readings and Assignments
Class 1 1/12	<p>Introductions, community values, &amp; final project overview</p> <p>Pleasure Activism: Defining pleasure, exploration of pleasure in erotic and non-erotic spaces, and the role of pleasure in sex therapy.</p> <p>Challenging the Dysfunction Model in Sex Therapy</p>	<p>Pleasure Activism by adrienne marie brown. I invite you to read it all! Here are some parts of the book I want to highlight if you don't have capacity to read it all.</p> <ul style="list-style-type: none"> <li>● p. 13-18</li> <li>● p. 81-97</li> <li>● p. 115-123</li> <li>● p. 139-141</li> <li>● p. 169-175</li> <li>● p. 195-200</li> <li>● p. 229-233</li> <li>● p. 273-278</li> <li>● p. 431-433</li> </ul>
Class 2 1/19	Sex Therapy assessment	No readings required for today!

	<p>Common Biases in Sex Therapy (accrual, penetration emphasis, focus of frequency, etc.)</p> <p>An overview of common Sex Therapy Concerns</p>	
<p>Class 3 1/26</p>	<p>Low sexual desire</p> <p>Sexual anxiety</p> <p>Interventions: Pleasure Date, Solo Sex Exploration, &amp; Mindfulness</p> <p>Role Play</p>	<p>Come As You Are by Emily Nagoski: I recommend reading the whole book if you can!</p>
<p>Class 4 2/2</p>	<p>Desire discrepancy in relationships</p> <p>Interventions: Sensate focus, exposure work (including creating menu), and brakes &amp; accelerators</p> <p>Role Play</p> <p>Presentations if applicable</p>	<p>Sensate Focus in Sex Therapy by Linda Weiner &amp; Constance Avery-Clark: I recommend reading the whole book if you can!</p>
<p>Class 5 2/9</p>	<p>Presentations</p> <p>Q &amp; A</p>	<p>No readings required for today!</p>