



"We are a community that commits itself to  
diversity and sustainability as dimensions of a just  
society" --*Lewis and Clark Mission Statement*

## **MCFT 569 Sex Therapy (2 units)**

**FALL 2021**

---

Instructor: **Maria Carrington, LICSW, CST**  
Time & Day: Section 1-Tuesdays 1:00pm – 4:00 pm  
Section 2- Wednesday 530 PM – 830 PM  
Location: **Virtual Zoom meetings**  
Contact Information: [mariacarrington@lclark.edu](mailto:mariacarrington@lclark.edu)  
Office Hours: by appointment via email

### **CATALOG DESCRIPTION**

Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, critique of the social construction of sex, systemic bio-psycho-social spiritual assessment of sexual well-being, and systemic treatment of specific sexual problems.

### **COURSE DESCRIPTION**

In this course, we will explore sexual development, the social construction of sex, gender, and sexuality continuums, feminist critiques of dominant sexual discourses, major sexual dysfunctions and their treatments, a bio-psycho-social spiritual approach to understanding and treating sexual problems, and other important topics.

**A note about the nature of this course:** Given the sensitive and challenging nature of the material discussed in class, it is important that we develop an atmosphere of trust and openness in the classroom. The instructor will seek to foster an environment in which each class member is able to hear and respect each other, drawing on the guidelines for a relational approach to social justice. It is critical that each class member show respect for all worldviews expressed in class; however, experiencing discomfort is also part of the process of consciousness-raising. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let the instructor know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

**Trigger warning:** if you are not comfortable with sexual language, both technical and common usage, and the depiction of genitalia and sexual acts as a part of learning therapy techniques for

sexual issues, or with discussing your own attitudes regarding human sexuality, then this may not be the time for you to take this class.

**Prerequisites:** None

**Credits:** 2 semester units (30 hours contact)

### **MCFT STUDENT LEARNING OUTCOMES**

**SLO 1.1** Students recognize the impact of power on individuals, families, and communities

**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.

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

**SLO 3.1** Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

**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.

### **COURSE OBJECTIVES**

As a result of this course students will:

1. Understand the social construction of sexuality and sexual functioning relative to social, historical, and cultural contexts, including how these contexts serve to privilege some expressions of sexuality while oppressing others.
2. Understand a variety of human sexuality issues (e.g., gender, sexual functioning, and sexual orientation), human development and sexuality, and the impact of sexuality/sexual issues on family and couple functioning.
3. Develop fluency and comfort talking about sex and sexual functioning with individuals and couples.
4. Learn to assess sexual issues from a bio-psycho-social spiritual perspective that includes an analysis of power imbalances relative to sex.
5. Learn primary treatment approaches and techniques for resolving sexual problems and consider their use within specific cultural and social contexts.
6. Consider treatment issues specific to sex therapy within an inclusive framework that reflects the fluidity and complexity of sexual experience.
7. Explore own biases relative to sexual orientation and sexual practices that are likely to influence work with clients.

## **LEARNING IN THE CONTEXT OF COVID-19**

Things are not normal. We are in the midst of a global public health crisis and sociopolitical unrest, and there have been both direct and indirect impacts on individuals, families, and communities. Each of us are also experiencing individual differences in the degree to which we can access resources to manage these crises, based on our unique intersecting identities.

Yet, we are intentionally choosing to show up in an academic and professional capacity for the purpose of learning and developing as therapists-in-training during this unprecedented time. Thus, we need to try and approach our work with understanding and compassion for ourselves and for each other. We also need to reflect on how we navigate this crisis context – how we attempt to cope (or don't), how we attempt to connect (or don't), and how we adapt and face uncertainty. As we continue to learn and grow in our academic, professional, and personal capacities, we must also invest appropriately in caring for ourselves so that we can help sustain one another.

The current crisis will continue to challenge, change, and shape the new norms in the sociopolitical, cultural, professional and personal contexts of our lives. Many things remain uncertain. But, over time, we will collectively construct some sense of predictability into the future. So, with that said, please know that there may be instances where we will need to adjust the course format, assignment deadlines, and reading schedule to adjust to the ever-changing circumstances. As the instructor, I will do my best to communicate transparently and in a timely manner about what you should anticipate in the course and any changes we need to make.

Because this course is designed to pilot the hybrid format, there are some class meetings where those who wish to be on campus will be in the classroom, while those who wish to take the course fully online will connect via Zoom. Because of the inherent limitations of technology and the complexities that social distancing guidelines pose, class in a hybrid format might not work out. It may also simply be irresponsible for us to take the risk of congregating in-person. We'll assess and make decisions together. One approach is that after trying this format, as a class, we can assess whether/if/how it is working for us and collaboratively decide whether to continue or simply move all class meetings fully online. We'll discuss this further when we meet.

Regardless of whether class meetings are hybrid or fully online, everyone will be required to:

1. Have access to a personal computer at home
2. Have a set of personal headphones with a built-in microphone
3. Be able to access stable, high speed internet connection (cable modem, DSL recommended)
4. The most current version of Zoom downloaded as an application to your computer
  - a. Download Zoom <https://zoom.us/download>
  - b. Sign in with your Lewis & Clark email account
  - c. For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
2. Be able to access course material uploaded to Moodle

3. For every class, please be logged into Moodle and Google email address
4. Check email on a daily basis
5. Be able to access programs to Google suite and Microsoft Office
6. Commit to the time required to prepare for class
7. Demonstrate self-motivation and self-discipline.

**Guidelines for this Zoom online course.** Each instructor structures online learning somewhat differently. In this class:

- You may log into the “classroom” early. Come five or ten minutes early and chat with each other. Instructor will not listen to your pre-class conversation, even if logged in.
- Open your video so we can all see each other.
- Mute your sound when you are not speaking, except in small breakout groups.
- Use the *gallery view* in Zoom during class discussion. When the instructor or a student is presenting, switch to *speaker view*.
- Wave your hand when you want to speak. Feel free to assist the instructor in noticing if someone wants to speak and has been missed.
- Use the chat room function to share your thoughts or perspective about class material during class discussion if you cannot find an optimal time to jump into discussion
- Glitching? Sign out and sign back in.
- Take turns talking (be aware of other potential speakers)
- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Try to arrange your screen to best convey active listening
- Engaged and Active--we make the class for each other!

## **REQUIRED TEXTS:**

\*Buehler, S. (2017). *What every Mental Health Professional needs to know about sex* (2nd Ed). Springer Publishing. ISBN: 978-0826171214

Weeks, G. R., Gambescia, N., & Hertlein, K. M. (2016). *A Clinician's Guide to Systemic Sex Therapy* (2nd Ed). Routledge Publishers. ISBN: 978-0415738392

\*Brown Maree, A., (2019). *Pleasure Activism: The politics of feeling good*. AK Press.

\*Available on course reserve for electric/online borrowing or check-out periods through Watzek Library

### **RECOMMENDED TEXTS:**

American Psychological Association (2019). *Publication manual of the American Psychological Association*. (7<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

Brotto, L. A. (2018). *Better sex through mindfulness: How women can cultivate desire*. Canada: Greystone books.

Donaghue, C. (2015). *Sex outside the lines*. Dallas, TX: BenBella Books Inc.

Easton, D., & Hardy, J. W. (2011). *The New Bottoming Book*. (2<sup>nd</sup> Ed). Gardena, CA: Greenery Press.

Haines, S. (2008). *Healing Sex: A Mind-Body Approach to Healing Sexual Trauma*. Cleis Press; (2<sup>nd</sup> Ed).

Hardy, J. W., & Easton, D. (2011) *The Ethical Slut*. (3rd Ed). Ten Speed Press.

Hertlein, K. M., Gambescia, N., & Weeks, G. R. (2020). *Systemic Sex Therapy* (3<sup>rd</sup> Ed.). Routledge publishing.

Joannides, P. (2015). *Guide to Getting It On*. Goofy Foot Press.

Kaufman, M., Silverberg, C., & Odette, F. (2007). *The Ultimate Guide to Sex and Disability*. (2<sup>nd</sup> Ed). Cleis Press

Taormino, T. (2008). *Opening Up: A Guide to Creating and Sustaining Open Relationships*. Cleis Press

Taylor Renee, S. (2018). *The body is not an apology: The power of radical self-love*. Berrett-Koehler Publishers.

Makai, M. (2013). *Domination & Submission: The BDSM Relationship Handbook*. CreateSpace Independent Publishing Platform

**Communication:** If you would like to schedule a Zoom individual meeting, then please feel free to email me for an appointment. If you send an email to me, you can expect an answer in about 24 hours during the week. Generally, if you email me during the weekend, it is best to assume that I will not respond until Monday morning.

### **OVERVIEW AND EXPECTATIONS**

### **My Commitment to You:**

I am committed to assisting you by creating a safe, respectful and professional learning environment to be able to learn critical course material over the semester. I encourage you to discuss the course content with me any time during the semester. **My office hours are open to you by appointments only via email.** I also encourage you to offer your feedback throughout the course. I highly value your input.

### **Responsibilities of the Student:**

This course will require due diligence on the student's behalf. Student must read assigned chapters and review all supplemental material provided on Moodle, or via email. You will be held responsible for knowing any changes made to the class schedule, weekly reading materials, or class assignments that will be in the announcements on Moodle or via email. In order to earn a satisfactory score in this course, the student must complete all assignments and readings, and remain engaged in the virtual classroom format. Remember you are the sole owner of your academic experience; you must take responsibility for everything you do or not do in this course.

<b>Course Objective</b>	<b>MCFT Student Learning Outcomes</b>	<b>AAMFT Core Competencies &amp; AMFTRB task statements</b>	<b>Evaluated by</b>
1. Understand the social construction of sexuality and sexual functioning relative to social, historical, and cultural contexts, including how these contexts serve to privilege some expressions of sexuality while oppressing others.	SLO 1.3 SLO 3.1 SLO 3.2	CC 1.2.1 CC 1.04 CC 2.06 CC 6.4.1	Critique of Diagnosis paper  Sexual Dysfunction Disorder Infographic
2. Understand a variety of human sexuality issues (e.g., gender, sexual functioning, and sexual orientation), human development and sexuality, and the impact of sexuality/sexual issues on family and couple functioning.	SLO 1.3 SLO 3.1 SLO 3.2	CC 2.1.1 CC 3.1.1	Sexual History Assessment Reflection  Sexual Dysfunction Disorder Infographic
3. Develop fluency and comfort talking about sex and sexual functioning with individuals and couples.	SLO 2.2 SLO 4.1	CC 4.3.2 CC 5.4.2	Sexual History Assessment Reflection
4. Learn to assess sexual issues from a bio-psycho-social spiritual perspective that includes an analysis of power imbalances relative to sex.	SLO 1.1 SLO 1.2 SLO 3.1	CC 2.3.7 CC	Sexual Dysfunction Disorder Infographic  Critique of Diagnosis paper

			Sexual History Assessment Reflection
5. Learn primary treatment approaches and techniques for resolving sexual problems and consider their use within specific cultural and social contexts.	SLO 1.3 SLO 3.2 SLO 4.1	CC 2.1.2 CC 2.1.4 CC 2.2.5 CC 3.1.1	Sexual History Assessment Reflection  Critique of Diagnosis paper  Sexual Dysfunction Disorder Infographic
6. Consider treatment issues specific to sex therapy within an inclusive framework that reflects the fluidity and complexity of sexual experience.	SLO 2.2 SLO 3.1	CC 1.2.1 CC 4.5.3	Sexual Dysfunction Disorder Infographic  Critique of Diagnosis paper  Sexual History Assessment Reflection
7. Explore own biases relative to sexual orientation and sexual practices that are likely to influence work with clients.	SLO 1.1 SLO 3.2 SLO 4.1	CC 4.3.2 CC 5.1.4 CC 5.2.1 CC 5.2.2 CC 5.4.2	Sexual Dysfunction Disorder Infographic  Sexual History Assessment Reflection

## **COURSE STRUCTURE**

Students work in groups to design a research proposal presentation pertaining to an issue relevant to family therapy. All class members will also serve as a peer review panel for other proposals. The final class meeting will be a mini conference in which each group presents their final research proposal presentation.

## **CLASS ASSIGNMENTS**

### **1. CLASS PARTICIPATION (40 points)**

Participation will be evaluated according to the following criteria:

- Attend and actively participate in all scheduled class meetings. This includes being on time, coming to class having completed the readings for the day, giving attention to the instructor and/or other students when they are speaking or making a presentation, and engaging in group discussions.
- Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal and sometimes emotional process. Treating colleagues with respect, listening deeply to their experiences, and being open and curious about

different worldviews encourages a collaborative milieu of care in which we can all challenge ourselves and one another to critically examine and develop new skills and perspectives.

- Please put your cell phones on silent or vibrate mode to reduce the distraction to your classmates and instructor. Also, do not view text messages during class. Also, in order to facilitate a climate of learning and to reduce the distractions for yourself and others, please refrain from engagement in social media or other personal business. On-going use of cell phones and other media unrelated to the course, during class, will negatively reflect in your final grade.
- In the event that you must miss a class, please email the instructor to discuss the potential of any make-up assignments.
- Giving attention to the instructor and/or other students when they are making a presentation.
- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with attention and energy.
- Asking questions of the instructor and/or other students regarding the material examined in that class.
- Providing examples to support or challenge the issues talked about in class.
- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
- Dealing with other students and/or the instructor in a respectful fashion.
- Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.

**1. SYLLABUS QUIZ (5 points)**

Students will be tested on their review and knowledge of the syllabus. Students will answer a multiple-choice short quiz, which students are allowed to use the syllabus to complete. Their completion of the quiz in the first week of classes will count towards their overall participation score.

**2. SEXUAL HISTORY ASSESSMENT REFLECTION PAPER (10 points)**



Students will conduct a sexual history assessment with the person of their choice using the assessment provided on Moodle. Students will interview their person of choice and write a 2-page reflection paper on their experience in completing the assessment and their level of comfortability in completing the assessment. The person of choice can be either a friend, close friend of the family, a family member, or an esteemed professional in the field. Students are **not** allowed to interview one another or their peers in the MCFT program at LC. The purpose of the reflection paper is to assess student's comfort level with sexuality topics and their fluency in discussing sexuality topics and conducting an assessment. The reflection paper must be 2 pages double spaced, Times New Roman font, and 12-point font. Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below).

**3. CRITIQUE OF THE SEXUAL DYSFUNCTION DISORDER DIAGNOSIS (20 points)**

Student groups will complete a 1-2 page paper critiquing their chosen sexual dysfunction disorder. Students will be evaluated on if their critique involves how the diagnosis is integrated into the larger social context by discussing the relevancy or meaning of the symptomology from the sociocultural context, relevant sociocultural or sociopolitical aspects or considerations of the diagnosis, the interconnections among biological, psychological, and social systems as they relate to the diagnosis, and how the disorder is situated in sexualities. The paper will be single-spaced, 1-2 pages maximum, use 7<sup>th</sup> edition APA citations, a minimum of 1 empirical source required, Times New Roman font, and 12-point font. The assignment will be submitted on Taskstream. A rubric for the assignment is attached below.

**4. SEXUAL DYSFUNCTION DISORDERS INFOGRAPHIC WORKSHEET (30 points)**

Students will work in groups of 3 to create an infographic worksheet on their chosen sexual dysfunction disorder. The infographic worksheet should detail the symptoms of the disorder, the recommended treatment for the disorder, and relevant gender dynamics with the disorder. The infographic must be at least 1 page, no more than 3 pages, have graphics, and be easily understood. The assignment will be submitted on Moodle. A rubric for the assignment is attached below.

**EVALUATION AND GRADING**

Class Participation	40
Sexual History Assessment	10
Critique of SDD	20
Sexual Dysfunction Infographic	30
<b>Total</b>	<b>100</b>

**Final Grading**

A = 93-100%	A- = 90-92%
B + = 88-89%	B = 83-87%

B- = 80-82%	C+ = 78-79%
C = 73-77%	C- = 70-72%

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.

**Late papers and assignments:** Any assignments turned in late (without previous permission) will automatically receive a 10% reduction in grade.

### **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 maybe 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 Student Support Services Office 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 Student Support Services Office 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 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/remain off, and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please exit the class to use your cell.

### SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading), this syllabus is a guide for the course and is subject to change with advance notice throughout the semester.

### COURSE STRUCTURE AND SCHEDULE

**\*Any changes to the reading schedule will be announced at least 24 hours prior\***

Reading Abbreviations: **W** – Weeks et al., 2016; **BU** – Buehler et al., 2017; **BR** – Brown Maree, 2019;

<b>Session</b>	<b>Tues</b>	<b>Wed</b>	<b>Lecture Review</b>	<b>Readings</b>
1	9/7	9/8	<b>Lecture:</b> Evolution of Sex therapy field	<b>BU:</b> Ch. 4, 21 Podcast: <a href="https://makinggayhistory.com/podcast/magnus-hirschfeld/">https://makinggayhistory.com/podcast/magnus-hirschfeld/</a> <b>BR:</b> “uses of the erotic”
2	9/14	9/15	<b>Lecture:</b> Sexual History & Sexuality Assessments <b>Assignment: Syllabus</b> <b>Quiz due by 11:30pm</b>	<b>W:</b> Ch. 1, 3-4 <b>BU:</b> Ch. 2, 5, 8
3	9/21	9/22	<b>Lecture:</b> Bio-psycho-social spiritual perspective, religion & sex	<b>BR:</b> “strategic celibacy”; “love as political resistance”; “why we get off”
4	9//28	9/29	<b>Lecture:</b> Infertility & Reproduction & Sex;	<b>BU:</b> Ch. 14, 15

			Sexuality and Medical Problems	
5	10/5	10/6	<b>Decolonizing Sex</b> <b>Guest Lecture: Anne Mauro</b> <b>6pm 10/6 6:00pm</b>	<b>Articles: An Open Letter to White People in the Sexuality/Sexology Field</b> <b>Sexual Practice and Fantasy in Colonial America and the Early Republic</b> <b><a href="https://youtu.be/Gvb1XgQhbFs">https://youtu.be/Gvb1XgQhbFs</a></b>
6	10/12	10/13	<b>Lecture:</b> Addiction-love, sex, porn; Substance Use & Sex <b>Guest Lecture: Doug Braun Harvey 10/12 at 1:00pm</b>	<b><a href="https://www.youtube.com/watch?v=QDehNiruL6A">https://www.youtube.com/watch?v=QDehNiruL6A</a></b> <b>BU:</b> Ch. 19 <b>BR:</b> “pornography and accountability”; “weed on, weed off”; “conditions of possibility”; “experiments in cannabis for the collective”
7	10/19	10/20	<b>Lecture:</b> Nonmonogamy & Sex <b>Guest Lecture: Heather Garner- Poly 10/19</b>	<b>W:</b> Ch. 15 <b>BR:</b> “liberating your fantasies”; “on non-monogamy”
8	10/26	10/27	<b>Lecture:</b> Body Image & Sex; Age & Sex	<b>BU:</b> Ch. 17 <b>W:</b> Ch. 14 <b>BR:</b> “fly as hell”; “pleasure over 60”
9	11/2	11/3	<b>Lecture:</b> Ability & Sex; Discussion of Sexual disorders <b>Assignment: Sexual Dysfunction Infographic (on Moodle) &amp; Critique of diagnosis paper due by 11:30pm 11/3</b>	<b>BU:</b> Ch. 11 <b>W:</b> Ch. 14 <b>BR:</b> “bodyminds reimagined”; “care as pleasure”
10	11/9	11/10	<b>Lecture:</b> Ethics in Sex Therapy <b>Guest Lecture: BDSM Stefanie Gulric 11/19</b>	<b>BU:</b> Ch. 20 <b>W:</b> Ch. 16 <b>BR:</b> “liberated relationships, expanded”

			<b>Assignment: Sexual History Assessment Due by 11/10 at 12:30pm</b>	
--	--	--	--	--

### Sexual Dysfunction Infographic Rubric

Each group will prepare an infographic that highlights of their assigned sexual dysfunction disorder.

Assessment Area	Points
<b>Symptoms</b> <ul style="list-style-type: none"> <li>• Discusses symptoms of the disorder</li> <li>• Highlights the gender dynamics/factors related to the symptomology or presentation of symptoms</li> </ul>	10
<b>Treatment</b> <ul style="list-style-type: none"> <li>• Discusses suggested recommended treatment for the disorder</li> <li>• Incorporates medical and other healing modalities for treatment for the disorder</li> </ul>	10
<b>Infographic gives adequate information</b> <ul style="list-style-type: none"> <li>• Uncluttered</li> <li>• Organized and no confusion following along</li> <li>• No grammatical, spelling, or punctuation</li> <li>• Easy to understand</li> </ul>	5
<b>Presentation Style</b> <ul style="list-style-type: none"> <li>• Includes relevant points about disorder and symptomology</li> <li>• Concise and clear</li> <li>• Submitted on time</li> </ul>	5
<b>Total:</b>	<b>30</b>

### Critique of Sexual Dysfunction Disorder Paper Rubric

Critique of Diagnosis Paper	Possible points	Points demonstrated
-----------------------------	-----------------	---------------------

<b><u>Critique of Diagnosis Evaluation Criteria:</u></b>		
Critique discusses how sexual dysfunction disorder diagnosis is integrated into systemic context of sexualities and/or relationships.	4	
Critique considers interconnections among biological, psychological, and social systems as they relate to the diagnosis or symptomology	5	
Critique takes into account the sociopolitical or sociocultural context related to the diagnosis	5	
Critique discusses the relevancy or meaning of the symptomology from a critical lens	4	
Writing style is clear and concise. No grammar or APA citation errors. Assignment meets 2 maximum page length requirements, single-spaced, Times New Roman, 12-point font, APA format reference list.	2	
<b>TOTAL</b>	<b>20</b>	

## List of Sexual Dysfunction Disorders

### Male:

Erectile Dysfunction disorder

Hypoactive sexual desire disorder

Premature ejaculation

Delayed ejaculation

### Female:

Sexual interest/arousal disorder

Orgasmic disorder

Genito-pelvic pain penetration disorder

## Sexual History Assessment Reflection Guidelines

**Description:** The purpose of this assignment is to practice giving a sexual history and sexuality assessment with someone. In this assignment you will administer the assessment to someone you are familiar with. The person can be either a friend, close friend of the family, a family member, a friend of a friend, or an esteemed professional in the field. You are **not** allowed to interview one another or your peers in the MCFT program at LC. At the end, you will write a reflection paper on your experience. The paper will be 2 pages max, double spaced, Times New Roman font, and 12-point font.

**Reflection criteria:** You may answer these questions in your reflection: Who did you interview and what was their relationship to you? What was your experience in administering the assessment? How did you feel in asking the questions and asking for clarity in answers? What was the biggest challenge for you in conducting the assessment? What was the easiest aspect for you in conducting the assessment? Were there other questions you felt you would have asked that were not included in the assessment? What are your thoughts on if you were to administer this with a client? What would be your comfort level in asking these questions or other questions related to sexuality to your client? If you are uncomfortable in giving an assessment, what would need to happen for you to feel more comfortable in giving an assessment?