

"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 2023

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.

Instructor: Pamella Barela, PhD, MA

Time & Day: Section 1 – Thursday's 9:00 am – 12:20 pm

Section 2 – Thursday's 1:00 pm-4:20pm.

Section 3 – Thursday's 5:00 pm – 8:20pm.

York Graduate Center Room 115.

Office Hours: By appointment. Please contact me via email pbarela@lclark.edu

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.

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.

REQUIRED TEXTS:

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

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

RECOMMENDED TEXTS:

American Psychological Association (2019). *Publication manual of the American Psychological Association*. (7th 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. *Constantinides, D., Sennott, S., & Chandler, D. (2019). Sex Therapy with Erotically*

Marginalized Clients: Nine Principles of Clinical Support (1st ed.). Routledge. Easton, D., & Hardy, J. W. (2011). *The New Bottoming Book*. (2nd Ed). Gardena, CA: Greenery Press.

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

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

Harris, S. (2018) *Tongue Tied: Untangling Communication in Sex, Kink, and Relationships*. Cleis Press.

Hertlein, K. M., Gambescia, N., & Weeks, G. R. (2020). *Systemic Sex Therapy* (3rd 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*. (2nd Ed). Cleis Press

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

Perel, E. (2018). *The State of Affairs: Rethinking Infidelity* (Reprint ed.). Harper Paperbacks.

Ph.D., N. E. (2021). *Come As You Are: Revised and Updated: The Surprising New Science That Will Transform Your Sex Life* (Revised, Updated ed.). Simon & Schuster.

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.

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.

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements		Evaluated by
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	SLO 1.3 SLO 3.1 SLO 3.2	CC 1.2.1 CC 2.06	CC 1.04 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. **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).

2. **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 7th 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.

3. **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

Total: 100

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). 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;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: 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 noted in Moodle: **W** – Weeks et al., 2016; **BU** – Buehler et al., 2017; **BR** – Brown Maree, 2019.

Thursday Lecture Agenda:

Week #	Class date	Lecture	Reading / Prep material
1	10/12	Evolution of Sex therapy field	BU: Ch. 4, 21 O: https://makinggayhistory.com/podcast/magnus-hirschfeld/ BR: “Uses Of The Erotic”
2	10/19	Sexual History & Sexuality Assessments	W: Ch. 1, 3-4 BU: Ch. 2, 5, 8
3	10/26	Bio-psycho- social spiritual perspective, religion & sex Assignment Due: Sexual History Assessment	BR: “Strategic Celibacy”; “Love As Political Resistance”; “Why we get off”
4	11/2	Infertility & Reproduction & Sex; Sexuality and Medical Problems	BU: Ch. 14, 15
5	11/9	Decolonizing Sex Discussion of Sexual disorders	Articles: An Open Letter to White People in the Sexuality/Sexology Field Sexual Practice and Fantasy in Colonial America and the Early Republic https://youtu.be/Gvb1XgQhbFs
6	11/16	Addiction - Love, sex, & porn Substance Use & Sex	BU: Ch. 19 BR: “Pornography And Accountability”; “Weed On, Weed Off”; “Conditions Of Possibility”; “Experiments In Cannabis For The Collective” https://www.youtube.com/watch?v=QDehNiruL6A
7	11/23	Thanksgiving	No Class
8	11/30	CNM & Poly Relationships	W: Ch. 15 BR: “Liberating Your Fantasies”; “On Non-Monogamy” BU: Ch. 20 W: Ch. 16 BR: “Liberated Relationships, Expanded”
9	12/7	Body Image, Aging, and Disabilities Assignment Due: Sexual Dysfunction	BU: Ch. 11 W: Ch. 14 BR: “Bodyminds Reimagined” BR: “Care As Pleasure”

		Infographic & Critique of diagnosis paper	BU: Ch. 17 BR: “Fly As Hell”; “Pleasure Over 60”
10	12/14	Lecture: Ethics in Sex Therapy	BU: Ch. 11 W: Ch. 14 BR: “Bodyminds Reimagined”; “Care as pleasure”

Assignment Details:

Sexual Dysfunction Infographic Rubric

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

Assessment Areas and Points Possible:

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

Critique of Sexual Dysfunction Disorder Paper Rubric

Critique of Diagnosis Evaluation Criteria:

Critique discusses how sexual dysfunction disorder diagnosis is integrated into systemic context of sexualities and/or relationships.

Critique considers interconnections among biological, psychological, and social systems as they relate to the diagnosis or symptomology

Critique takes into account the sociopolitical or sociocultural context related to the diagnosis

Critique discusses the relevancy or meaning of the symptomology from a critical lens

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.

TOTAL: 20 points

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?