



Argosy University
San Francisco Bay Area Campus
Doctoral Program in Clinical Psychology
PP 8950 Summer 2009

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Office Hours: By Appointment

Course Description:

The Treatment of Sexual Dysfunction is an advanced course providing an introduction to a wide variety of sexual concerns which confront clients and their therapists. Students will be required to purchase a Reader, which includes an annotated bibliography, cutting edge ongoing research on current developments in sexual dysfunction treatments, a summary of safe sex materials, up to date information on current laws effecting sexual issues, a list of informational hotlines and websites, and a list of sex positive medical professionals. Actual case vignettes will be presented for diagnosis and treatment planning, both by full class participation, and later in small group treatment planning sessions. Students are expected to bring questions and to actively participate in both classroom and small group treatment planning discussions. Students will also present a paper in which they will create a vignette of a couple with sexual dysfunction and an appropriate treatment plan which will research and highlight an aspect of sexual dysfunction of the student's particular interest.

Course Purpose:

This course offers students a comprehensive overview of the current state of relationship and sexual therapy, including basic sexual anatomy and physiology. Topics addressed include: a review of basic sexual anatomy and physiology, developmental sexuality, gender and sexual diversity issues, sex and the disabled, STIs and safe sex, the impact of prescription and recreational drugs on sexual functioning, the history and current practice of modern sex therapy, cutting edge sexual science, and sexual transference and countertransference in the therapeutic setting.

Course Objectives:

1. Identify the subtle ways in which undiagnosed and untreated sexual dysfunctions are impacting other issues in therapy.
2. Know basic factual sex information: anatomy and physiology of sex, STIs and their prevention, safe sex, and how to access additional resources.

3. Understand how to talk about sexual difficulties in the therapy office and know how to get an adequate sexual history to begin forming an appropriate treatment plan and identify potential necessary referrals.
4. Identify how the therapist's attitudes, biases, lack of information in sexual matters may impact and even interfere with the successful treatment of various sexual difficulties.
5. Understand how commonly accepted older theories of the treatment of sexual dysfunctions can influence and interfere with successful treatment.
6. Identify when to refer to:
 - a. A therapist more skilled or comfortable with a particular sexual dysfunction or sexual orientation.
 - b. A sex positive medical professional: urologists; gynecologists; endocrinologists; proctologists; internists.
 - c. A sex-positive psychiatrist
7. Discuss issues of the right to responsible sexual expression: (sex and the disabled, sex and aging, unusual consensual sexual interests, etc.), and the special sexual problem confronting these persons.
8. Understand the crucial role of therapist-as-educator and the importance of providing clients with accurate information and helpful resources during treatment.
9. Know the importance of exercising caution about assuming that a sexual problem is purely psychological or physiological.
10. Understand and differentiate current approaches to sex therapy and their effectiveness with a review of evidence based research.
11. Recognize transference/counter transference issues which may arise for the therapist while treating clients with sexual dysfunctions.
12. Know the laws and professional ethics which apply when treating sexual dysfunctions.

Course Relevant Program Outcomes, Competencies and Objectives

Goal 1: The foundation for preparation of professionals who are capable delivering effective and ethical assessment of issues of sexual dysfunction which may be presented by a diverse set of clients.

1. Objective a: Students will acquire a basic understanding of the current body of knowledge and evidence based research that underlies the origin of sexual dysfunctions and their assessment and diagnosis.

Competency: Students will demonstrate an understanding of the current body of knowledge and evidence based research underlying the development of sexual dysfunctions, and their assessment and diagnosis.

2. Objective b: Students will acquire an understanding of how issues of sexual dysfunction issues emerge in therapy and will learn skills to discuss issues of sexual dysfunction in the therapy office. Students will learn interview skills for gathering

sufficient information on sexual dysfunction issues to be able to form a preliminary diagnosis and the development of a treatment plan.

Competency: Students will demonstrate an understanding of how to address sexual dysfunction issues during therapy and how to gather sufficient information to form an appropriate treatment plan.

3. Objective c: Students will acquire an understanding of how diversities of sexual identity, orientation, and culture impact sexual function and dysfunction, and the transference and countertransference issues which may impact the success of therapy.

Competency: Students will demonstrate an understanding of sexual diversities, and how their own unique diversities, personal beliefs, and cultural background may have an impact upon clients when treating sexual dysfunctions.

Required Texts:

Arleque, Lillian, Ed.D. and Goldstein, Sue W., A.B. (2007). *When Sex Isn't Good*. New York: iUniverse, Inc. ISBN 798-0-595-42646-1

Crooks, Robert and Bauer, Karla. (2005). *Our Sexuality*. 9th Ed. Wadsworth.
Spiralbound Edition: ISBN ISBN-10: 0495103276 & ISBN-13: 978-0495103271

Schnarch, David, Ph.D. (2002). *Resurrecting Sex*. New York: Harper Collins.
ISBN 0-06-019359-X.

Required Readings:

Family therapist comfort with and willingness to discuss client sexuality.
Steven M Harris, Kelli Wenner Hays. *Journal of Marital and Family Therapy*. Oxford: Apr 2008. Vol. 34, Iss. 2; pg. 239, 12 pgs

Women's Erotic Rape Fantasies: An Evaluation of Theory and Research
Joseph W Critelli, Jenny M Bivona. *The Journal of Sex Research*. New York: Jan 2008. Vol. 45, Iss. 1; pg. 57

Additional readings may be assigned based on the emergence of additional research and findings that become available over the course of the semester.

Course Policies

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks **will** result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

Assignments: Any assignments turned in **late will automatically be lowered one full grade**. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. "Relevance" refers to being on topic and aware of others' contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

Grading and Evaluation:

Example:

40%	Midterm
50%	Presentation/Paper
10%	Class Participation
100	Total

Grades:

A = 93-100
 A- = 90-92
 B+ = 87-89
 B = 83-86 B- = 80-82
 C+ = 77-79 C = 73-76
 F < 73

Grading Rubrics:

A-, B+, B-, C+, C- Will be calculated at the end of the class on a sliding scale, as calculated on a total point system.

Grade of A: Full attendance and active participation in class discussions and activities. Composite grade of A on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. All assignments turned in on time.

Grade of B: No more than two excused absences. Participation in class discussions and activities. Composite grade of B on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. Late submission of assignments will drop an "A" grade to a "B".

Grade of C: No more than three absences. Minimal participation in class discussions and activities. Composite grade of C on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. Late submission of assignments drop a "B" grade to a "C".

Grade of F: Multiple absences. Lack of class participation. Composite grade of less than C- on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment.

Course Assignments:

Reading Assignments: Reading assignments as listed below in "Class Topics, etc.".

Written Assignments: Students will develop a vignette as part of their final project.

Midterm Exam: This will be a take home exam. Students will be given a vignette on which all questions in the exam will be based.

Presentation:

Requirements for Final Paper and Presentation:

- . Students will present a short (7-10 page) paper in APA style and form, offering a clinical vignette illustrating an aspect of sexual dysfunction which is of particular interest for them. The paper will have the following composition:
 - A. (1 page) Clinical vignette illustrating how a particular problem may present in therapy with either an individual or couple. Models and a list of potential dysfunction issues will be presented in the first weekend. When utilizing real client issues, ethics require that details be altered and identities protected.
 - B. (1/2 to 1 page) Working DSM IV Diagnoses with potential rule-outs. **All diagnoses to highlight the sexual dysfunction being addressed.** Diagnoses must be substantiated from material contained in the vignette. **Although it may appear that diagnoses other than a specifically sexual one may be present, for purposes of this paper and class, focus only on the applicable sexual diagnosis..**
 - C. (4-5 pages) Background on the potential problem causing the dysfunction (such as, menopause, medical treatments and medications, cultural and religious influences, false information, interpersonal conflict, etc), and how this leads to sexual dysfunction. You must reference at least one PEER REVIEWED JOURNAL. DO NOT JUST DOWNLOAD AN ARTICLE FROM THE INTERNET!
 - D. (2-3 pages) Treatment plan and anticipated difficulties with plan. Couples are treated together. **Do not** suggest that you would separately treat the couple. Focus on the sexual issue, NOT any other possible DSM diagnosis. Focus on the differentiation anxiety reduction model (Schnarch's model). Include at least one "multisystemic isomorphic intervention" for each partner in a couple relationship being treated. Development of such MSIs (Multisystemic Isomorphic Interventions) will be explained and demonstrated in class.
 - E. (1-2 pages) Address **both** Transference and countertransference issues. Address your competency to treat the problem and the person or the couple.

Your vignette and the topic to be addressed which your vignette illustrates (which will be the basis of your research paper) will be submitted to the instructor no later than the Friday following the 4th weekend of instruction. (Just the one page vignette and a clear statement of your proposed topic.) Both your vignette and your topic must be approved by instructor before proceeding.

Your final paper is due and must be submitted at the time of your in-class presentation. Late papers will not be accepted. No exceptions.

Class Topics, Readings and Assignments:

Class 1 Date	Class Topics	Reading Assignments
	Introduction. Plan of class. Review of Requirements	

Sign vignette files, to be
turned in at end of each class

Class Exercise: Sex and Therapy?
Definitions of Sex Function and
Dysfunction
Example of vignette and
embedded research topic
Vignette of Joan

Class 2 Date	Binary view of Human Sexuality Film Clip: Beyond the Binary Review of Sex anatomy and Physiology Film Clip from "The Clitoris: The Forbidden Pleasure" Discuss Film	Crooks and Bauer 45-76 Arleque and Goldstein Forward Preface 115-124
Class 3	Physiological changes during sex Comparison of Theory and and TX Approaches Master's and Johnson's PLISSIT David Schnarch "Differentiation" Film: "Accepting Intimacy if you're Only Human"	Crooks and Bauer 77-164 Arleque and Goldstein 193-196
Class 4 YOUR ONE PAGE VIGNETTE, AND FOCUSED TOPIC FOR RESEARCH ARE DUE BY E-MNAIL TO INSTRUCTOR BY THIS COMING FRIDAY		
	Vignette: Diane and Dale, Illustrating TX approaches Differentiation/Self –Validation/ Self-Soothing "MSIIs" Multi-Systemic-Isomorphic Interventions General Origins of Sexual Dysfunction Perspectives on Sex Abuse and Sex Function BDSM Film: "Whipsmart"	Crooks & Bauer 376-408 Arleque & Goldstein 123- 152 Schnarch: 101-151
Class 5	Varieties of Male Sexual Dysfunction	Crooks & Bauer 409-460

	Who defines Sex Addiction?	Arleque & Goldstein 153-192 Reader: Kleinplatz Articles pp. 67-105
	Male Circumcision and its aftermath Film: "Whose body, Whose Rights"	
	Class Exercise: Vignette 3 Developing diagnoses and TX plan See: Guidelines for Developing TX Plan in Reader	
Class 6	Varieties of Female Sexual Dysfunction Class Exercise: Vignette 1	Crooks & Bauer 461-479 Schnarch 155-169 Reader: Klein on Sex Addiction 331 & Moser on Paraphilia 295
Class 7	Countertransference in Sex Therapy HRT Controversy Sex Therapy for the Sexually Diverse Film on Intersex: "Mani's Story" Midterm Exam will be given next class	Schnarch 170-225 Reader: Appendix A Six Articles on HRT
Class 8	Midterm Exam due next class Small Group Experience: Differentiation Approach Tool: "Initiator/Inquirer": Demo and Practice Film Clip from "Kinsey" The Challenge of Doing Sex Therapy	Schnarch 226-282
Class 9	Discussion of Midterm The Science of Self-Soothing And Differentiation "Affect Regulation" Video: Gottman's Research on Predicting success or failure of Intimate relationships	Reader: Schnarch On Affairs Part 1 PP 342-363
Class 10	Vignette Practice	Arleque & Goldstein 3-30 Schnarch on Affairs Part 2 Reader, 363-379

- Class 11** Film: Schnarch works with two Couples
 Discuss Film
 Small Group TX Planning
 Reader: Comparison of Religious Attitudes Towards sex 380 & Song of Solomon 381
- Class 12** Culture/Slavery/Colonialism and Sexual Function and Dysfunction
 Film: "Treating African American Couples"
- Class 13** **BEGIN FINAL PROJECT PRESENTATIONS AND DISCUSSIONS**
 Sex and Disability
 Film clip: "Sexuality Reborn"
 Small Group TX Planning
- Class 14** **CLASS PRESENTATIONS AND DISCUSSIONS**
- Class 15** **CLASS PRESENTATIONS AND DISCUSSIONS**
 Closure and Class Evaluation

On-Line Resources

The Argosy Library has numerous databases you can search for full-text, peer reviewed articles.

EBSCO Database: <http://search.epnet.com> User ID: argosy Password: stanacampus

- ***Psychology & Behavioral Sciences Collection***
Over 500 full text titles (mostly peer-reviewed) covering psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. To find out if a title is peer reviewed enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.
- ***Academic Search Elite***
 This multi-disciplinary database offers full text for more than 1,850 scholarly journals, including nearly 1,300 peer-reviewed titles. Covering virtually every area of academic study, Academic Search Elite offers full text information dating as far back as 1985. This database is updated on a daily basis via EBSCOhost. To find out if a title is peer reviewed, enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.

LIRN Databases: <http://www.lirn.net/services.html> User ID: 54145

- **Gale's Searchbank**: Expanded Academic Index ASAP 1980 to present. Scholarly journals with full text articles for topics from the arts and humanities to science and technology.
- **PA General Research, 1986 to present.** 1800 full-text articles in arts, business, education and social sciences.
- **ProQuest:** Search the full collection of journals, magazines and newspapers for information on a broad range of general reference subjects.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive

accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.