



Argosy University
San Francisco Bay Area Campus
EdD Treatment of Sexual Dysfunction
Summer I 2010
C7471

Instructor: Naomi O'Keefe, Ph.D.

Email: drnokeefe@sbcglobal.net

Phone: 415 441-2429

Office Hours: By Appointment

Class Meets: May 15/16-June 12/13

9:00am-6:15pm

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Summer Session I (7.5 week courses): June 13, 2010

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, 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

Bader, Michael, Ph.D. (2008). *Male Sexuality: Why Women Don't Understand it-- and Men Don't Either*. Lanham, MD: Rowman & Littlefield Publishers, Inc. ISBN-10: 0742560694 ISBN-13: 978-0742560697

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

Strongly Recommended Text:

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

If you already have the 9th edition, you can adjust the reading assignments to cover the same topics and issues, and need not purchase the 10th edition.

There will also be a Required Reader, and Power Point slide notebook costing approximately \$45, which you will purchase from instructor on the first day of class.

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:

20% *Online discussion participation*

60% *Presentation/Paper*

20% *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 (10-14 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: ***It is strongly suggested that you have a fellow student proofread your paper before turning in your final version. Grammar and spelling errors will cost points. Please number your pages in the upper right hand corner of each page.***
 - A. (1 page) Clinical vignette illustrating how a particular problem may present in therapy with a couple of any sexual identity or orientation. Vignette Models and a list of potential dysfunction issues will be presented in the first weekend. Your couple may be any age, ethnicity, culture, or sexual orientation, but they must be persons seeking help with a sexual issue. Do not create a couple with serious mental illness, or engaged in illegal sexual activity. When utilizing real client issues, ethics require that details be altered and identities protected. To include all information needed for your vignette on one page, this page will be single spaced.. Your vignette details a first session with your couple, and includes, directly or indirectly the following:
 - who called to make the appointment
 - the couple’s ages, ethnicities, culture and religious affiliation, sexual identities and orientations.
 - family of origin sexual attitudes
 - any important body language clues and interactions between the couple during this first session
 - how each of them states and explains the problem
 - what each say or indicate that they want from therapy
 - how sex was at the start of the relationship (details) and how it is now

B. (1-2 pages) Working DSM IV Diagnoses with potential rule-outs. **All diagnoses to highlight the sexual dysfunction being addressed.** First list your diagnoses on all five Axes, and then discuss your reasoning for your selection. 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 when designing your treatment plan.**

C. (5-6 pages) Sexology Research. Choosing some aspect which may contribute to 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. Your chosen research topic may or may not be the primary focus of your interventions. You must have at least three scholarly references, from recently (within the last 5 years) and one of your references must be a **PEER REVIEWED JOURNAL. DO NOT JUST DOWNLOAD AN ARTICLES FROM THE INTERNET. WIKIPEDIA IS NOT A SCHOLARLY REFERENCE.**

D. (6-7 pages) Treatment plan and anticipated difficulties with plan. Utilize and follow the outline provided in the Reader entitled Guidelines for Developing a Treatment Plan, but, don't "number" your plan or just list bullet points. Your treatment plan is a **discussion**, using full sentences and paragraphs, and begins by noting specifically which issues you will be targeting in your interventions. These must be specific to your vignette. "Working on their communication" is **not** a specific target. "Challenging Mary to be more direct and truthful with John about what she knows about herself sexually", and "challenging John to manage his anxiety when learning what Mary really wants" **are** examples of specific targets of interventions.

Couples are treated together. **Do not** suggest that you would separately treat the couple or refer them out for individual therapy. Focus on the sexual issue, NOT any other possible DSM diagnosis. **Focus on the differentiation anxiety tolerance model (Schnarch's model) only, but** do not suggest that you will "teach" clients. You can "offer information" and, with your MSIs, point out to clients how they are creating and perpetuating their problems and what some alternative choices might be.

Include at least two "multisystemic isomorphic interventions" for each partner being treated, and note how each should impact both members of the couple. Development of such MSIs (Multisystemic Isomorphic Interventions) will be explained and demonstrated in class.

E. (1-2 pages) Address **both** transference and countertransference issues likely to arise with each partner of the couple. This will be unique for each of you. This means you will be noting both positive and negative transference and countertransference issues for each partner, thus 8 items.

Example: Mary's positive and negative transference to you, your positive and negative countertransference to her. John's negative and positive transference to you, your positive and negative countertransference to him. Do not ignore possible sexual transference and countertransference issues. Discuss how your countertransference issues may impact your interventions and how you will support yourself in addressing your countertransference issues.

- F. Address your competency to treat the problem and the person or the couple. This will be unique for each of you.

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 first Friday following the first weekend of instruction. (Just the one page single spaced 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 by an e-mail attachment. You must provide just a copy of your vignette to all class members the day you present. You must also provide your instructor with a copy of the outline you will be using for your presentation at the time of your presentation. Late papers will not be accepted. No exceptions. You must submit an electronic copy of your completed paper, which begins with a copy of your vignette included, by midnight of the Sunday of the last class.

Class Topics, Readings and Assignments:

Weekend One

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	Bader: Chapters: 1,2,3,4
	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
	Physiological changes during sex Comparison of Theory and and TX Approaches	Crooks and Bauer 77-164 Arleque and Goldstein 193-196

Master's and Johnson's PLISSIT
 David Schnarch "Differentiation"
 Film: "Accepting Intimacy if you're
 Only Human"

**YOUR ONE PAGE VIGNETTE, AND FOCUSED TOPIC FOR RESEARCH ARE
 DUE BY E-MAIL TO INSTRUCTOR BY FIRST FRIDAY AFTER FIRST WEEKEND**

Vignette: Diane and Dale, Illustrating TX approaches	Crooks & Bauer 376-408
Differentiation/Self –Validation/ Self-Soothing	Arleque & Goldstein 123- 152
"MSIIs" Multi-Systemic-Isomorphic Interventions	
General Origins of Sexual Dysfunction	Schnarch: 101-151
Video: Schnarch works with two couples	
Perspectives on Sex Abuse and Sex Function BDSM	
Film: "Whipsmart"	
Varieties of Male Sexual Dysfunction Who defines Sex Addiction?	Crooks & Bauer 409-460 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	
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
Countertransference in Sex Therapy HRT Controversy	Schnarch 170-225

Sex Therapy for the Sexually Diverse

Reader: Appendix A

Weekend 2

Small Group Experience:
Differentiation Approach Tool:
“Initiator/Inquirer”: Demo and Practice

Schnarch 226-282

Bader: Chapters
5,6,7,8,9,10

Reader: Schnarch
On Affairs Part 1 PP 342-
363

The Science of Self-Soothing
And Differentiation
“Affect Regulation”

Video: Gottman’s Research on
Predicting success or failure of
Intimate relationships

Vignette Practice

Arleque & Goldstein 3-30
Schnarch on Affairs Part 2
Reader, 363-379

Reader: Comparison of
Religious Attitudes Towards Sex

Reader: 380 &
Song of Solomon
Reader: 381

Small Group TX Planning
Culture/Slavery/Colonialism and
Sexual Function and Dysfunction

Film: “Treating African American Couples”

FINAL PROJECT 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.

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.