

Course Title: Treatment of Sexual Dysfunction

Course Number: C7471

Instructor: Naomi O’Keefe, Ph.D.
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Office Hours: By Appointment

Texts:

Crooks, Robert and Bauer, Karla. (2005). *Our Sexuality*. 9th Ed. Wadsworth.
Casebound Edition: ISBN 0-534-63375-7 Paperback Edition: ISBN 0-534-65176-3

Charlton, Randolph S., ed, and Irvin D. Yalom, general ed. (1997). *Treating Sexual Disorders*. San Francisco: Jossey-Bass. ISBN 0-7879-0311-6

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

Required Reader: Approx \$30, pay Saturday AM . Readers are updated for each course presentation, and are prepaid by your instructor. You will not be permitted to purchase a used Reader, as Readers are updated for each class section.

Recommended Readings: Required Reader contains a detailed annotated bibliography of books relevant to the treatment of sexual dysfunction, a list of relevant websites for information on sexual issues, and printouts of all instructional overhead transparencies created by your instructor.

Course Description:

The Treatment of Sexual Dysfunction is an advanced course providing an introduction to a wide variety of sexual concerns, problems and difficulties which confront clients and their therapists, in the therapeutic setting. Students will be required to purchase a Reader, which includes an annotated bibliography, cutting edge unpublished research on current developments in sexual dysfunction treatments, a summary of safe sex materials, up to date information on current laws effecting sexual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. Topics to be either addressed in the readings and/or discussed 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, and sexual transference and countertransference in the therapeutic setting. 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. Whenever possible, experts in the field of sexual dysfunction will be guest presenters, and students are expected to actively participate in Q and A discussions. Students will also present a paper in which they will create a vignette of sexual dysfunction and an appropriate treatment plan which will highlight an aspect of sexual dysfunction of their particular interest.

Course Objectives:

By the end of this course, students should be able to:

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 psychological.
10. Know the importance of exercising caution about assuming that a sexual problem is physical.
11. Understand and differentiate current approaches to sex therapy and their effectiveness.
12. Recognize transference/counter transference issues which may arise for the therapist while treating clients with sexual dysfunctions.
13. Know the laws and professional ethics which apply when treating sexual dysfunctions.
14. Utilize this opportunity for personal growth.

Methods of Instruction:

This course will utilize lecture, discussion, class activities and structured small group treatment planning sessions utilizing vignettes from real cases. Cases presented will be altered sufficiently to protect clients' identity and confidentiality. Course topics will be illustrated with overhead transparencies and videos, some of which are explicit. Students are free to leave if they find any of the materials objectionable. Students are required to come prepared having completed the Required Advance Preparation as described below. Students will also present a summary of their final research paper to the class near the end of the course.

Content Area:

REQUIRED ADVANCE PREPARATION FOR The TREATMENT OF SEXUAL DYSFUNCTION

To: All Students enrolled in **The Treatment of Sexual Dysfunction Course:**

From: Naomi O'Keefe, Ph.D.

Re: Your assignments:

The required texts are: Crooks and Bauer, ***Our Sexuality*** and Schnarch, ***Resurrecting Sex***, and Randolph Charlton's ***Treating Sexual Disorders***.

READING ASSIGNMENTS FOR FIRST WEEKEND

Please read the following portions of Crooks and Bauer ***before*** the first class weekend: (For those of you who have taken the Basic Human Sexuality course from Dr. O'Keefe, this section of Crooks and Bauer will be a review).

Part I	Introduction	pp. 1-80
Part II	Biological Basis	pp. 80-181

Please read the following portions of Schnarch's *Resurrecting Sex* ***before*** the first class weekend:

pp. 1- 151

Please read the following portions of Charlton's *Treating Sexual Disorders* ***before*** the first class weekend:

Chapters 1, 3, and 4

READING ASSIGNMENTS FOR SECOND WEEKEND

Please read the following portions of Crooks and Bauer **before** the second class weekend:

Part V Sexual Problems pp. 428-525

Please read the following portions of Schnarch's Resurrecting Sex **before** the second weekend:

pp. 201- 280

Please read the following portions of Charlton's Treating Sexual Disorders before the second class weekend:

Chapter 5

1. There will be a reader you are required to purchase, to which I will refer during class. **Please bring your checkbooks or cash with you to class on Saturday morning.** The cost will be approximately \$30. **YOU MAY NOT BRING A USED READER.**
2. **FULL ATTENDANCE IS REQUIRED TO PASS THIS COURSE. NO EXCEPTIONS. PLEASE DO NOT ASK TO BE EXCUSED EARLY OR TO BE ABSENT AHEAD OF TIME.** Grades will be based 1/3 on active class participation, 1/3 on your active small group treatment planning participation, and 1/3 on your research paper and your in class presentation of your paper. Some portions of educational videos are sexually explicit. You are not required to watch sexually explicit portions and may leave during these particular portions of the videos if you find them offensive.
3. Between class instruction questions will be based on selected articles in your Reader.
4. 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, please.**

- 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.
- E. (1-2 pages) 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 of the first weekend of instruction. (Just the one page vignette and a clear statement of your topic.)

- 5. Please call the instructor, Dr. Naomi O’Keefe, at (415) 441-2429 or e-mail her at drnokeefe@sbcglobal.net if you have any questions regarding the paper.

Student Performance Evaluation Criteria and Procedures:

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|---|---------|
| 1. Full attendance and active participation in class discussion. | 100 pts |
| 2. Active participation in class activities and small group tx planning | 100 pts |
| 3. Research Paper and in Class Presentation of Paper | 100 pts |

FULL ATTENDANCE IS REQUIRED TO PASS THIS COURSE. THERE WILL BE NO MAKEUPS. STUDENTS MAY NOT ASK TO BE EXCUSED EARLY FOR ANY REASON. SINCE MORE THAN HALF YOUR GRADE IS DEPENDENT ON IN CLASS PARTICIPATION, MISSING ANY PORTION OF CLASS WILL REQUIRE THE STUDENT TO RETAKE THE ENTIRE CLASS WHEN IT IS NEXT PRESENTED.

Criteria for Class Participation:

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|-----------------|--|
| A = 90+ | Student actively participated in discussions in 80% or more of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings. |
| B= 80-89 | Student actively participated in discussions in 80% or more of class sessions; most of the comments were thought |

C = 70-79	provoking and incorporated material from the assigned readings. Student participated in discussions in 70% or more of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = less than 70	Student participated in less than 70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions and activities.

Grading:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69-below	F

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and

receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

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.