

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add _____ Remove _____ * See Definition of a Credit Hour. ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 2-10-23 _____ 2/13/23 2/13/23 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

Phyllis and Harvey Sandler School of Social Work
Florida Atlantic University
SOW 6153Section XXX CRN (3 Credit Hours)
Social Work and Human Sexuality

Semester: Summer 2022	Classroom: SOW 307
Start/End Date :	
	Office hours:
Phone: Email:	Office Location
Canvas: canvas.fau.edu	Web: www.fau.edu/ssw

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <https://www.fau.edu/sw-ci/documents/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

Course Description

Sexual issues are relevant in all settings in which social workers practice. This course takes a bio/psycho/social approach to addressing issues related to human sexuality in clinical social work practice. The course is designed to increase students' comfort and sensitivity to the diversity of sexual issues people face. Students will learn how to use the PLISSIT model when working with clients who present with sex related issues. Sexual concerns and the practice of sex therapy will be examined in a variety of practice settings such as case management, psychotherapy, healthcare, schools, child welfare, aging, and group work. A variety of sex therapy related topics are covered including sex through the lifespan, diagnostic interviewing, sexual/reproductive health education, sexual development, treatment for sexual concerns and dysfunctions, sexual wellness, sexual

violence, sexual physiology, sexual neurology, and sexual diversity. All materials are taught using the framework of NASW's Code of Ethics.

Relevance to Educational Program

This course is consistent with FAU's MSW program's mission to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Sexual issues are present in all aspects of social work practice. Sexual wellness is a key component of human wellness. Since the course is a clinical elective, students in the course will likely have completed the Foundation Curriculum. This course will integrate key components of the Foundation Curriculum such as: recognizing the role of diversity when addressing sexual issues with clients; integrating social work practice theories in the context of addressing sexual issues when working with individuals, families, groups, and communities; understanding the intersectionality of social welfare history and policy and the delivery of sexual/reproductive health care services; being able to comprehend and produce research based writing; and applying examples from the field to issues discussed in class.

Educational Objectives:

- 1) Develop a framework for clinical social work practice with clients dealing with sexual issues both as primary reasons for intervention as well as issues presented as secondary concerns to other problems;
- 2) Increase their comfort and sensitivity discussing sexual issues as they relate to social work practice;
- 3) Recognize the social justice aspects of sexual violence on both micro and macro levels;
- 4) Learn to complete a sex history/assessment of a client and how to apply different treatment models to address the various forms of sexual issues, complaints, and dysfunctions clients present in psychotherapy both in individual treatment, couple therapy and group therapy;
- 5) Explore issues of sexual and gender diversity and increase their exposure to sexual minorities, behaviors, and subcultures as it is relevant to social work practice;
- 6) Be able to assess and identify links between emotional/psychological disorders and sexual issues;
- 7) Understand Sexual Development as a lifelong process
- 8) Examine the role NASW's Ethics have in informing social work intervention with sexual issues;
- 9) Identify how difference (i.e. culture, race, gender, sexual orientation, religion, and class) impacts human sexuality;
- 10) Increase awareness of the intersectionality of spirituality and sexuality
- 11) Be aware of the latest research available about sex therapy as it applies to social work practice on the direct and macro levels.

Teaching Methodologies:

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of reading, lectures (both live and recorded), videos, discussions,

case examples, student presentations, a myriad of assignments, and guest speakers will be used throughout the semester.

TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Assignments and Grading:

Students are expected to have read all required reading assignments in advance and come to class prepared to discuss and critically appraise these materials.

Items 1-10 will account for 90% of the final grade and 11 (attendance/participation_ will account for 10% of the final grade.

1. Informed consent (before 1 st class)	5 points
2. Journal entries (five, modules 1,5,9,12) 10 points each	50points total
3. Quizzes (one, anatomy & physiology, module 2)	25 points
4. Flipgrid Learning pod discussion & peer eval (one, module 3)	25 points
5. Diagnostic Exercises and case vignettes (one, module 5)	20 points
6. 5-minute paper (one, module 6)	20 points
7. Clinical Case Study & Scavenger Hunt (one, module 8)	45 points
Assignments 8-10 will be done with your learning pods	
8. Annotated Bibliography (one, module 10)	50 points
9. Investigative Interview paper (100 points); Discussion Board Prestation (25 points); & peer/self-evaluation (5 points): Learning Pod assignment (module 11)	130 points
10. Discussion Board responses to other students' investigative interviews presentations (module 12)	10 points
11. Attendance/participation in live/in person class 5 points per class	20 points
Total:	100% (400 points)

For all written work please use APA style, 7th Edition for citing sources. **Please hand in all written work through Canvas. There will be prompts on our Canvas course site for submissions.**

No extra credit is available.

DESCRIPTIONS OF ASSIGNMENTS

***ALL ASSIGNMENTS ARE DESCRIBED IN DETAIL ON CANVAS WITH CORRESPONDING RUBRICS**

Journal entries: Students will write a continuous journal of activity, guided by instructor prompts. As the term progresses, these journals will be continuously updated, allowing for a personal history of learning. Journals should be the same word document that gets resubmitted with each required entry. Previous entries should remain on the document for student and instructor reflection. Five entries total are due this semester.

Quiz: Students will be required to one brief essay style quiz Module 2 on sexual and reproductive anatomy and physiology. Quizzes pertain to the material covered in the given module. Quizzes are open book and untimed.

FlipGrid Learning Pod Discussion: The instructor will assign you to a small group of other students which who will compose your “learning pod” for the semester. The instructor encourages you to utilize the students in your pod as a resource and support with all course materials. These students will become your colleagues in the future. The time to start working with them is now! The ability to work as a part of a teams is a key competency of social work practice, thus the pod serves as means to accomplish this learning objective. For Module 3 you will meet with your pod to discuss course materials and then present a summary of your group’s discussion via the Flipgrid feature on canvas. This will be followed by a self and peer eval.

Diagnostic Case Exercises & case vignettes: Module 5 students will be presented with clinical scenarios in which they must correctly diagnose the client in the case example as per the DSM-5 as well as apply a clinical theoretical framework to a case example. Students will also be asked to substantiate their answers with supporting criteria from the DSM-5.

Five-minute paper: Students will be given prompts in which responses must demonstrate an understanding of key concepts from the videos Module 6 as they apply to social work practice.

Clinical Case Study & Scavenger Hunt: A key component of clinical social work practice is the ability to find resources for clients’ needs. In Module 8 students will be presented with a case scenario in which they must search the internet for appropriate community resources as well as apply demonstrate sex therapy practice skills as per the case example.

Learning Pods Final Projects: Modules 10-12, the final project (see canvas for extensive details), will be completed as a group with your “pod”.

Meeting: As this course is classified as “Mixed online and classroom” 50 %-79% of the course is delivered online (hybrid) asynchronously see https://www.fau.edu/registrar/courses/Instru_Method.php

We will be meeting in person the following dates from 6:30 pm -9:40 pm on the Boca Campus, SO 307:

- Wednesday, May 18th
- Wednesday, June 8th
- Wednesday, June 29th
- Wednesday, July 13th

There is no zoom option for attendance these dates. Classes will only be offered live on the Boca campus. Attendance is expected. For each class students attend they will receive 5 points for participation. If you do not attend the live class (dates above) you will receive a 0 for the course. There is no makeup or alternative assignment. For all School related attendance policies see <https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf>

Policy on, late work, and incompletes.

(“Time is to the social worker what the stethoscope is to the physician”-Professor Carter, UPenn School of Social Work, 1992)

All quizzes are to be taken during the designated time. No late quizzes will be permitted to be taken without advanced request from the student to the instructor and will be dependent on instructor’s approval (in advance). If you have an issue that will impede you from getting your work in on time please contact me immediately. Without an approved extension your work will be viewed as late and could result in penalties ranging from loss of points to a grade of failure for the assignment (as per the discretion of the professor). Typically work (other than quizzes, see above) that is submitted after the due date but within 24 hours after the due date (one day late) will result in a 20% point penalty deduction for lateness. Work submitted the second 24 hour period after the due date (two days late) will receive a 40%-point deduction. No work will be accepted after 48 hours past the due date and will result in a grade of a 0. Accommodations will be made for students participating in a religious observance.

Students must demonstrate professionalism in all communication (i.e., be respectful and recognize and manage personal values in a way that allows professional values to guide practice). See professional expectations for more details regarding attendance, punctuality, and preparation. Failure to adhere to these expectations may result in a reduction of the final grade. [CBs 1a, 2a,]

COURSE COMPLETION REQUIREMENTS:

Students may not proceed to the next semester or summer semester until all work from the previous semester or summer semester is complete or until a grade of Permanent Incomplete or Unsatisfactory is issued. The grading scale for this course is as follows:

94-100=A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-

Textbooks

The textbook required for the course is:

Levine, S. (Editor), Risen, C., & Althof, S. (Assoc. Eds.) (2016). *Handbook of clinical sexuality for mental health professionals, 3rd edition*. Rutledge.*

***The text book is available for free and unlimited access from the FAU Library at:**

URL: <https://fau->

[flvc.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01FALSC_FAU:FAU&docid=alma991000769706906568](https://fau-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01FALSC_FAU:FAU&docid=alma991000769706906568)

Suggested Reference Book (Desk Reference is sufficient):

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

Books are available at the campus bookstore.

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments

Please read the required readings in the module in which they are relevant.

Comment on reading: You are responsible to have read all of the chapters assigned from the course textbook as well as any additional articles. **I do not expect you to “read” the entire DSM-5 chapter when noted on the syllabus.** The pages are there for reference and I would encourage you to look at each section so you have a sense of how it looks and can be applied to practice as well as course assignments. For many chapters there will be a corresponding PowerPoint posted to Canvas to accompany the reading.

Videos

Almost every week there are brief videos that will highlight key points from each module. They are thought provoking and frankly enjoyable. They have been chosen with care to maximize your learning potential, improve your skills, and provide a pleasant way to learn about sexuality. You will also see brief videos from the instructor each week which are there for guidance and course continuity.

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
START HERE	mm.dd – mm.dd Each week is from Saturday- Friday	Orientation to Course	*There will be a power point to review for most classes and a brief 5-minute update from the instructor in an online video **Readings are required unless designated as “suggested” *** “ Text ” refers to Levine, Risen, & Althof	Instructions and links for all assignments can be found on canvas in the module for each week.
1	May 18 th , Live Class at FAU Boca Campus	Introduction to the course: Thinking like a sex therapist; Examination of self	Canvas: Watts-Jones (2010)	• Informed consents due before start of class • Journal #1: Location of Self and working with sexual issues in therapy • Journal #2: Initial Learning Goals
2	May 21-May 27	Sexual Assessment and treatment Part 1: Sexual and reproductive anatomy and physiology	Canvas: 1) Powerpoint on canvas links to numerous brief readings and videos 2) O’Connel et al. (2005). Anatomy of the clitoris.	• Sexual anatomy & physiology quiz (counts as double quiz)
3	May 28-June 3	Sexual Assessment and treatment Part 2: Sex, Culture, Colonization, Decolonization, challenging the White Eurocentric Dominance on sex and sexuality.	Canvas: Videos 1) TeDWomen: How to... Reading 2) Hernandez-Wolfe (2011) 3) McGoldrick, Loonan, & Wohlsifer (2006)	Flipgrid Learning Pod & Self & Peer Eval

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
4	June 4 th -10 th Live Class at FAU Boca Campus, June 8 th	June 8th, Live lecture with Instructor at FAU Boca: Part 3: Sexual Assessment & Treatment	1) Text: Chapters 1-4 2) DSM-5 Sexual dysfunctions pp.423-451 3) Canvas: Chen (2007) Suggested: Text Chapters 6-8	No assignment
5	June 11-June 17	Part 4: Sexual Assessment & Treatment	Canvas: Instructor will have an extended prerecorded lecture on this topic that will be linked to the ppt 1) Schema therapy in sex therapy (2016) 2) Sensate Focus and Sexual Dysfunction (2002) 3) Extended PIISIT Model (2007)... Videos 1) Sensate focus... 2) Good sex isn't... Suggested: Text Chapters 9-11	1) Case Vignettes/Diagnostic Exercises 2) Journal #2, Reflection on the Tedx talk
6	June 18-June 24	Sex therapy/Couple therapy: 1) Sex throughout the life cycle 2) Infidelity	1) Text Chapters 17 & 26 Canvas: 1) Tedx Video How do couples... 2) Tedx Video Still going strong, sexuality in older adults 3) Tedx Video: Rethinking infidelity...	5-minute paper

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
7	June 25 th -July 1 st , Live Class at FAU Boca Campus June 29 th	Live lecture with Instructor, June 29 th : Sexual Trauma & Treatment	1) Text Ch 15 2) DSM-5 Trauma- and stressor-related disorders pp. 265-290 Canvas 1) Ribner (2006) The dead little girl	No assignment
8	July 2-July 8	Sex Addiction/Out of control sexual Behavior/Problematic Sexual Behavior	1) Text Ch 14 Canvas: 1) two brief articles (see module page on canvas for links) **Shame (Motion Picture 2011) (Link to amazon on canvas)	Clinical Case Study & Scavenger Hunt
9	July 9 th -15 th , Live Class at FAU Boca Campus July 13 th	Live lecture with Instructor & Guest Panel, July 13th: Clinical Social Work & Gender Expansive, Gender Creative, Transgender, and nonbinary clients Review of final project	1) Text Ch 27 2) DSM-5 Gender Dysphoria pp. 451-460 Canvas: Gender terms (website link)	Journal # 3: "My gender"
10	July 16-July 22	Sex Therapy Research, Part 1: Annotated Bibliography for Research	Canvas: Kinsey Institute Link	Annotated Bibliography to inform interview questions
11	July 23-July 29	Sex Therapy Research, Part 2: The investigative interview & paper	Paper & Presentation week	1) Investigative Interview Paper 2) Discussion Board Presentation 3) Peer & Self eval
12	July 30-August 5	Course Conclusion: Reviewing Classmates' Investigative Interview Papers	Course conclusion	1) Discussion Board response to investigative Interview Presentations 2) Journal #4, "What I learned..."

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Bibliography

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- Cheng, M. (2007, February 2). Doctors are urged to ask patients about sex lives. *San Francisco Chronicle*, p. A 4.
- Malpas, J. (2011). Between pink and blue: A multi-dimensional family approach to gender nonconforming children and their families. *Family Process*, 50 (4), 453-470.
- McGoldrick, M., Loonan, R., & Wohlsifer, D. (2006). Sexuality and culture. In S. Leiblum (Ed.), *Principles and practice of sex therapy* (4th ed., pp. 416-441).
- McQueen, S. (Director), Canning, I, & Sherman, E. (Producers). (2011). *Shame* (Motion picture). United States & United Kingdom: Fox Search Light Productions.
- Nichols, M. (2011). Couples and kinky sexuality: The need for a new therapeutic approach. *AFTA Monograph*, 7, 25-33.
- Pettyjohn, M.E., Tseng, C., & Blow, A. (2019). Therapeutic utility of discussing therapist/client intersectionality in treatment: When and how? *Family Process*, (online only) doi: 10.1111/famp.12471
- Ribner, D. (2006). The dead little girl. *Sexual and Relationship Therapy*, 21 (1), 1-15.
- Rodger A et al. (2014). *HIV transmission risk through condomless sex if HIV+ partner on suppressive ART: PARTNER study*. 21st Conference on Retroviruses and Opportunistic Infections, Boston, abstract 153LB.
- Roehr, B. (2014). CDC promotes pre-exposure prophylaxis for HIV prevention. *BMJ*, 348. DOI: 10.1136/bmj.g3384
- Taylor, B. & Davis, S. (2007). The extended PLISSIT model for addressing the sexual wellbeing of individuals with an acquired disability or chronic illness. *Sexuality and Disability*, 25(3), 135-139. DOI 10.1007/s11195-007-9044-x
- Watts-Jones, D. (2010). Location of Self: Opening the door to dialogue on intersectionality in the therapy process. *Family Process*, 49(3), 405-420. <https://doi.org/10.1111/j.1545-5300.2010.01330.x>

Policy on e-mail Correspondence

Students are expected to behave and act in a professional manner at all times. Therefore, it is expected that students will write emails in a professional manner as well. All emails **are required** to have the following components if they are to be read by the instructor:

An appropriate **salutation**, a clear **message** explaining the purpose of the email, an appropriate **closing** to the email, so that it looks something like this:

Dear Dr. David:

Could you please clarify what you meant about the differential diagnosis in the case of Bipolar Disorder and Schizophrenia?

Sincerely,
Eli Manning

Course Delivery Mode

Though there are 4 live, in person classes on campus, the remainder of the course online and accessible only through FAU's learning management system—CANVAS. You must log into CANVAS with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help.
<http://www.fau.edu/oit/accounts/index.php>

The course is organized into weekly units with dates provided for each unit. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic, your assignments for each week will be listed within the unit.

Computer Requirements

- Operating System
 - A computer that can run Mac OSX or Win XP or higher
- Peripherals
 - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Online Attendance Policy

Since much of the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution. If you do not access the course and participate in online learning activities as described above, grades may be deducted from your final grade. Ongoing participation demonstrates professionalism and accountability, which are important competencies in the profession of social work.

Communication Policy

- Announcements
 - You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.

- Course-related Questions
 - Post course-related questions to the **Course questions FAQ discussion board**. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.
- Email Policy
 - Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours.

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance
Eduardo Santiago - eLearning Success Advisor - 561-297-3590
or esantia5@fau.edu
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. Canvas also has its own help system (including chat and phone options)
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

Support Services and Resources

Office of Information Technology Online Help Desk:	http://helpdesk.fau.edu
FAU Libraries Website:	http://www.fau.edu/library
Center for Learning and Student Success Website:	http://www.fau.edu/class
University Center for Excellence in Writing:	http://www.fau.edu/UCEW
Math Learning Center:	http://www.math.fau.edu/MLC
Office of Undergraduate Research and Inquiry:	http://www.fau.edu/ouri
Student Accessibility Website:	http://www.fau.edu/sas
Office of International Programs and Study-abroad:	www.fau.edu/goabroad
Freshman Academic Advising Services:	http://www.fau.edu/freshmanadvising

The instructor reserves the right to adjust this syllabus as necessary.