

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: SOCIAL WORK

COLLEGE: CDSI

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX SOW COURSE NUMBER 6153 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT [NMALDONADO@FAU.EDU](mailto:NMALDONADO@FAU.EDU))

COMPLETE COURSE TITLE: SOCIAL WORK AND HUMAN SEXUALITY

**EFFECTIVE DATE**

(first term course will be offered)

\_\_SPRING 2016\_\_

CREDITS<sup>2</sup>: 3

TEXTBOOK INFORMATION: LAMB, S. (2006). SEX, THERAPY, AND KIDS: ADDRESSING THEIR CONCERNS THROUGH TALK AND PLAY. NEW YORK, NY: W.W. NORTON & COMPANY, INC.

LEVINE, S. (EDITOR), RISEN, C., & ALTHOF, S. (ASSOC. EDS.), (2010). HANDBOOK OF CLINICAL SEXUALITY FOR MENTAL HEALTH PROFESSIONALS, 2<sup>ND</sup> EDITION. NEW YORK, NY: RUTLEDGE.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:**

THIS COURSE WILL TAKE A BIO/PSYCHOSOCIAL APPROACH TO ADDRESSING ISSUES IN CLINICAL PRACTICE RELATED TO HUMAN SEXUALITY. THE COURSE IS DESIGNED TO INCREASE SOCIAL WORK STUDENTS' COMFORT AND SENSITIVITY TO THE DIVERSITY OF SEXUAL ISSUES PEOPLE EXPERIENCE.

**PREREQUISITES\*:**

COMPLETION OF MSW FOUNDATION CURRICULUM

**COREQUISITES\*:**

**REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:**

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: MSW OR PH.D**

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:

David Landsman-Wohlsifer Ph.D

Please consult and list departments that might be affected by the new course and attach comments.<sup>3</sup>

COE: Counselor Education and Women's Studies Biology

**Approved by:**

Department Chair: \_\_\_\_\_  \_\_\_\_\_

College Curriculum Chair: \_\_\_\_\_

College Dean: \_\_\_\_\_

UGPC Chair: \_\_\_\_\_

Graduate College Dean: \_\_\_\_\_

UFS President: \_\_\_\_\_

Provost: \_\_\_\_\_

**Date:**

9/14/15

10/13/15

1. Syllabus must be attached; see guidelines for requirements: [www.fau.edu/provost/files/course\\_syllabus.2011.pdf](http://www.fau.edu/provost/files/course_syllabus.2011.pdf)

2. Review Provost Memorandum: **Definition of a Credit Hour** [www.fau.edu/provost/files/Definition\\_Credit\\_Hour\\_Memo\\_2012.pdf](http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf)

3. Consent from affected departments (attach if necessary)

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY  
SCHOOL OF SOCIAL WORK  
SOW 6153 Section 001 CRN 59950 (3 Credit Hours)  
Social Work and Human Sexuality**

Semester: Fall, 2015  
Start/End Date: 8/19/15-11/25/15

Classroom: GS 108  
Class Times: Weds-1pm -3:50pm

Instructor: David Landsman-Wohlsifer,  
Ph.D., LCSW  
Phone: (561) 479-7684  
Email: [dlandsmanwohlsif@fau.edu](mailto:dlandsmanwohlsif@fau.edu)  
Blackboard: <http://bb.fau.edu>  
Course Delivery Method: In class

Office Hours: Mon & Wed 9-12  
Office Location: SO 302  
Web: [www.fau.edu/ssw](http://www.fau.edu/ssw)  
Course Prerequisites: Completion of  
MSW Foundation Curriculum.

**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.

**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, a core tenet of sex therapy, when working with clients who present with sexually related issues. Sexual concerns and social work interventions 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 topics will be 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 have to have completed the Foundation Curriculum in order to enroll in this course. 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.

### **Competencies and Educational Objectives**

#### **COMPETENCIES AND FOUNDATION PRACTICE BEHAVIORS**

The [Council on Social Work Education's](#) Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

#### **Competency 1 (EP 2.1.1)—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

CB 1a: demonstrate professional use of self with clients.

#### **Competency 2 (EP 2.1.2)—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

CB 2a: apply ethical decision making skills to issues specific to clinical practice

#### **Competency 3 (EP 2.1.3) —Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

CB 3a: critically evaluate theory and evidence-based knowledge when applying it to unique client systems

#### **Competency 4 (EP 2.1.4)—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a

consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

CB 4a: Identify and use practitioner/client from a strengths perspective.

**Competency 5 (EP 2.1.5)—Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

CB 5a: Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

**Competency 6: (EP 2.1.6)—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

PB 6a: use research methodology to evaluate clinical practice effectiveness or outcomes

**Competency 7 (EP 2.1.7)—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

CB 7a: Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.

**Competency 8 (EP 2.1.8)—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development

CB 8a: evaluate the impact, intended or unintended, of agency and public policies, on client systems and clinical practice.

**Competency 9 (EP 2.1.9)—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving

organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively

CB9a: Anticipate and respond to client contexts of practice, including cultural, technological, geographic, political, legal, economic, and environmental contexts.

**Competency 10 (EP 2.1.10(a)–(d))—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

CB 10a (engagement): develop a culturally responsive therapeutic relationship.

CB 10b (engagement): attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic relationship.

CB 10c (engagement): establish a relationally based process that encourages clients to be more equal participants in the establishment of treatment goals and expected outcomes.

CB 10d (assessment): use multi-dimensional, evidence-based,

CB 10d (assessment): use multidimensional, evidence-based, bio-psycho-social-spiritual assessment tools

CB 10e (assessment): assess client's readiness for change

CB 10f (assessment): assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

CB 10g (assessment): select and modify appropriate intervention strategies based on continuous clinical assessment

CB 10h (assessment): use differential diagnosis

CB 10i (intervention): critically evaluate, select, and apply best practices and evidence-based interventions

CB 10k (intervention): collaborate with other professionals to coordinate treatment interventions

CB 10l (evaluation): Use clinical evaluation strategies to assess the effectiveness of their interventions

**Teaching Methodologies:**

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of reading, lectures, videos, discussions, case examples, student presentations, museum visit, and guest speakers will be used throughout the semester.

## **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.

For all written work please use APA style, 6<sup>th</sup> Edition for citing sources. **Please hand in all written work through Safe Assign.**

- 1. Reaction Paper and class discussion:** For this course you will have one reaction paper due as described below. This paper is intended to provoke you to explore your own feelings and how they may relate to your practice of clinical social work and its intersectionality with the themes raised by your visit. The instructions for completing the paper is as follows:

### **Reaction Paper (Due September 30, 2015)**

#### **Reaction Paper Instructions:**

Attend a community or clinical venue that has sexual relevance, as per the course work, and write a reaction paper based on your experience in that place. \*If appropriate do identify yourself as an FAU student. I would also encourage you if attending an event that is not open to the public to call ahead and get permission to attend.

Here are some examples of appropriate places to visit: An open Sex and Love Addicts 12 step meeting or any 12 Step meeting that has relevance to sexuality such as Crystal Meth Anonymous or a Women's or Men's only 12 step meeting; a community event in the LGBT community such as a talk, a meeting, or a religious service at an LGBT specific house of worship; a Birth Prep Class with expectant parents; a Family Planning Clinic; a play or performance that addresses issues of gender, sexual orientation, or sexuality (i.e. one student went to a women's only open mic night performed by women who were survivors of sexual abuse); or a group or workshop in your agency or another social service that is focused on a sexual issue. For the purposes of this assignment you must attend the venue, an on line experience i.e. on line sex addiction meeting is not appropriate.

When completing your paper the first 1-3 paragraphs should describe the venue. Take the next few pages to explore what the venue brought up for you and its impact on your practice. Some possible ideas to explore:

- How does the venue relate to social work;
- What did you learn that could help you when working with clients;
- What was challenging for you about attending this venue;
- Are you able to identify and discuss potential resources in the community or therapeutic interventions that might relate to the issues you were exposed to at the venue.

Papers/visits will be discussed in informally in class. This instructor encourages you attend events as pairs or groups. It is more fun to go with others and enhances the learning experience. Papers must be submitted

individually but presentations can be made as a group if you attended a venue with other classmates.

Papers should be 4-5 pages in length, double spaced, and written with a 12 point font. This is not a research paper but if you do utilize primary sources they must be cited as per APA 6<sup>th</sup> edition.

**Learning Objectives of Reaction Paper:**

- 1) An opportunity to reflect on course material through both as a professional social worker;
- 2) To gain experience in self exploration with regard to sexual issues as they relate to social work practice;
- 3) To increase exposure to the diversity of human sexuality;
- 4) To challenge students' ways of thinking about sexuality from a biopsychosocial perspective;
- 5) Improve understanding of the intersection between the current media, policy, and human sexuality.

**Means of evaluation:**

- 1) Papers should be clearly and professionally written and in accordance with APA 6<sup>th</sup> edition format;
- 2) Relevance to social work practice should be discussed in each paper;
- 3) Papers should reflect an understanding of the role that racism, sexism, classism, homophobia, and ethnocentrism play in sexual issues when relevant;
- 4) Reactions should demonstrate an exploration of self in relationship to professional practice;
- 5) Presentations should exemplify professional and respectful discussion of the topic at hand, the student (s) experience, and relationships/links to social work practice and /or policy.

**Reactions Paper and Presentation are 20% of the grade**

**Annotated Bibliography Due October 28, 2015:**

(Directions & examples will be posted to blackboard) In preparation for the Final Paper (see below) students are to complete an annotated bibliography citing a minimum of 10 peer reviewed sources. Papers should be approximately 3-4 pages, double-spaced, with a 12 point font. This is an opportunity for students to search, gather, review, and summarize the literature they will be using in the final paper. Articles must be from peer-reviewed journals and cannot be from the course syllabus. Articles should demonstrate effort and competency in research. Citations must comply with APA 6<sup>th</sup> edition format. **Instructor must approve your bibliography before advancing to completion of final paper.**

**Annotated bibliography accounts for 20% of the grade.**

## **Final Paper (Due November 25, 2015)**

**Meet with a person who has had a different sexual, gender, sexual orientation, relationship, etc., experience than you. In order to maintain professional boundaries, please do not use a fellow classmate for this paper.**

**Suggestions/past student experiences:**

- **Someone who is pregnant (if you have not been);**
- **Someone who identifies as lesbian, gay, or bisexual, in particular if you do not;**
- **An older person or a younger who may have come of age in a time where the sexual societal messages are different than when you came of age;**
- **A person who has had or whose partner has terminated a pregnancy;**
- **A person who is a survivor of a sex crime;**
- **A sex worker;**
- **A person from a more sexually conservative background;**
- **A person from a culture with sexual rules different than your story;**
- **More examples will come up and be discussed in class.**

**Listen to their story. Once you have completed the interview you can now write the paper. The paper consists of two parts. The first part of the paper (no more than 3-4 pages) should be a summary of the interview along with your reactions/thoughts. For second part of the paper choose one or two themes from your interview that relate to the practice of social work (can be on the macro, mezzo, or micro level) with issues of human sexuality and explore them more in-depth. Turn to the professional literature gathered in your annotated bibliography assignment and explore the theoretical and/or empirical material related to the issues/dynamics from the perspective of a social worker with expertise in human sexuality. Consider identifying specific interventions related to the issues raised in the interview as well as the variations in the literature about the topics.**

**Papers should be 10-12 pages in length, double spaced, a 12 point font, and should have a minimum of 7 peer reviewed reference citations written in accordance with APA 6<sup>th</sup> edition style. Readings from the course syllabus may be used in the paper but will not count towards the minimum 7 peer reviewed citation requirement. Students are expected to utilize the annotated bibliography assignment to aide in completing this paper. Students are expected to demonstrate competency in research-based writing. Final paper is a total of 40% of your grade.**

**Learning Objectives for final paper:**

- 1. Complete independent research in the area of human sexuality as it relates to social work practice;**
- 2. Exposure to difference as it relates to human sexuality;**



3. To challenge the student to think outside of their usual paradigm;
4. Exposure to the diversity of ideas and approaches that are in the literature about human sexual issues;
5. Challenge the student to examine new ways and methods of approaching situations as they relate to the practice of social work with sexual concerns.

**Means of Evaluation for final paper:**

1. Papers should be clearly written and well organized;
2. References should be in accordance with APA 6<sup>th</sup> edition;
3. Ideas and theories should be backed by reference citations;
4. The paper should demonstrate a “stretch” for the student from their own identity or current life situation;
5. Papers should reflect critical thinking about the issue (s);
6. Papers should incorporate topics covered in class.

**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:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

*Your final grade will be based on the following weighted distribution:*

<i>Reaction Paper</i>	<i>20%</i>
<i>Annotated Bibliography</i>	<i>20%</i>
<i>Final Paper</i>	<i>40%</i>
<i>Class Participation</i>	<i>20%</i>

**Professional Expectations of Student Behavior**

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the

social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.  
*Participate in group activities and assignments at a comparable level to peers.*  
*Complete work in a timely fashion and according to directions provided.*  
*Come to class prepared, with readings and other homework completed.*
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.  
*Listen while others are speaking.*  
*Give feedback to peers in a constructive manner.*  
*Approach conflict with peers or instructors in a cooperative manner.*  
*Use positive and nonjudgmental language.*
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.  
*Maintain any information shared in class, dyads or smaller groups within that unit.*  
*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*  
*Never use names of clients or disclose other identifying information in the classroom.*
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.  
*Come to class with books, handouts, syllabus, and pens*  
*Seek out appropriate support when having difficulties to ensure success in completing course requirements.*  
*Take responsibility for the quality of completed tests and assignment.*  
*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.  
*Academic: Commit yourself to learning the rules of citing other's work properly.*  
*Do your own work and take credit only for your own work.*  
*Acknowledge areas where improvement is needed.*  
*Accept and benefit from constructive feedback*

*Submission of Papers: Students will submit their written assignments on electronically. Electronic copies will be subject to plagiarism analysis*

*and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.  
*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*  
*Exhibit a willingness to serve diverse groups of persons.*  
*Demonstrate an understanding of how values and culture interact.*
  
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.  
*Demonstrate assertive communication with peers and instructors.*  
*Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)*
  
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.  
*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*  
*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

#### Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.

5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the [FAU Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### **Policy on makeup tests, late work, and incompletes**

Students are expected to come to class having completed all assigned readings. Papers are due via SafeAssign to the instructor on the stated due dates as per the syllabus.

### **Special course requirements**

Students are required to attend a venue related to course material as per the reaction paper assignment. Students are also required to complete an interview outside of class as per the final paper (see above). On May 20<sup>th</sup>, 2015 students will be required to meet at The World AIDS Museum in Wilton Manors, FL. On May 20<sup>th</sup> we will also visit an LGBT welcoming church in Wilton Manors, FL, for an interfaith panel on the intersectionality sexuality and spirituality. The Instructor will provide details in class on all expectations in terms of special course requirements.

### **Safe Assign**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers.

### **Class Attendance and Participation**

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the

student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 10 % of the course hours – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

### **Policy on Use of Computers and Recording Devices in the Classroom**

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

### **Textbooks**

The two textbooks required for this course are:

Lamb, S. (2006). *Sex, therapy, and kids: Addressing their concerns through talk and play*. New York, NY: W.W. Norton & Company, Inc.

Levine, S. (Editor), Risen, C., & Althof, S. (Assoc. Eds.) (2010). *Handbook of clinical sexuality for mental health professionals, 2<sup>nd</sup> edition*. New York, NY: Rutledge.

### **Reference Book (Desk Reference is sufficient):**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Books are available at the campus bookstore.

All other readings will be posted to the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. IMPORTANT: Blackboard uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

### Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

<b><i>Class</i></b>	<b><i>Topics</i></b>	<b><i>Readings / Due Dates / Tests</i></b>
Class 1 3 hours	Introduction to the course; Sexual Physiology; Role of Self in practice with Sexual issues	Lamb Ch. 10; Levine Ch. 1; Bb: Cheng (2007);
Class 2 3 hours	Utilizing the PLISSIT Model for Treatment in Sex Related Social Work Practice; Managing Client Boundaries	Levin Chs 2 & 3 Bb Taylor & Davis (2007) Bb Handouts pls print for class
Class 3 3 hours	Sexual Assessment & Treatment (PowerPoint on Bb); Differential Diagnosis; Sensate Focus, bring DSM 5 to class	Levine 5; Bb: Albaugh, J., & Kellogg-Spadt, S. (2002) DSM 5, sections on Sexual Dysfunctions, Gender Dysphoria, & Paraphilic Disorders.
Class 4 3 hours	Couples therapy for Sexual issues, CBT for Sexual Dysfunction (See Power Point Bb)-pls bring DSM 5 to class	Levine Chs 4 & 18 Bb Handouts
Class 5 3 hours	Children and Sexual Development: Knowing what is normative; General Principles and Guidelines; Sexual issues with nonabused children; working with sexually abused children	Lamb Chs; 1-3
Class 6 3 hours	Children and Sexual Development Continued: Acting out/sexually abusive children; Therapeutic concerns with teenage girls; Therapeutic concerns with teenage boys	Lamb Chs-4-6
Class 7 3 hours	Children and Sexual Development: Working with parents; Coming out during the teen years; Social Work re: sexual issues with developmentally disabled teens	Lamb chs 7-9

Class 8 3 hours	Sexual Trauma, Human Trafficking	Levine Ch 17; DSM 5 “Trauma & Stressor Related D/Os
Class 9 3 hours	Human Trafficking; Sexual Exploitation industry; Social Work with Victims & Perpetrators of the Sex Industry	Bb Ribner (2006) Bb Hodge (2008)
Class 10 3 hours Visit to World AIDS Museum, 1201 NE 26th Street, Suite 111 Wilton Manors, Florida, 33305	HIV/AIDS: History of the epidemic; Issues of social welfare policy & HIV/AIDS; HIV/AIDS as a community issue; Social Work Interventions on Macro, Micro, and Mezzo levels when working with people living with HIV/AIDS	Watch Film “We were here” (on Netflix and YouTube) See Partner study at <a href="http://www.chip.dk/portals/0/files/CROI_2014_PARTNER_QA.pdf">http://www.chip.dk/portals/0/files/CROI_2014_PARTNER_QA.pdf</a> Bb Roehr Bb Farber Bb Beckerman
Class 11 3 hours	Intersectionality of Sexuality & Spirituality-Clergy panel in class: Rev. Rick Bond Rabbi Noah Kitty Pastor Leslie	Bb McGoldrick, M., Loonan, R., & Wohlsifer, D. (2006) Bb Pollack, D. (2007)
Class 12 3 hours	Clinical Social Work with Lesbian, Gay, & Bisexual Clients: the coming out process, LGB identity; LGB families; LGB sensitive therapeutic interventions	Levine 20 & 21 Bb Scott, D.L. & Levine, S.B. (2010)
Class 13 3 hours	Understanding Gender Variance; Social Work with Transgender Clients; Working with gender variant children and their families; Gender Dysphoria (DSM 5)	Levine 24; Bb Malpas (2011). Bb Moser, C. (2011) DSM 5 Gender Dysphoria -see additional material on Bb pls print for class
Class 14 3 hours	Issues in treatment: Out of control sexual behavior (diagnosis & treatment); Paraphilia (diagnosis & treatment)	Levine Ch 22-23 See DSM 5 Paraphilic D/Os
Class 15 3 hours	Course Conclusion: Review of the role of self when working with sexual issues in social work practice; NASW Ethics as pertains to Social Work with sexual issues	Bb Perel (2011) Bb Freud (1999) NASW CODE of Ethics go to <a href="http://www.socialworkers.org/pubs/code/default.asp">http://www.socialworkers.org/pubs/code/default.asp</a>

\*\*\*Professor may amend syllabus, add or remove readings at his discretion.

\* In the event of a hurricane warning, see [www.fau.edu](http://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.

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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

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### **Online Etiquette (Netiquette)**

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

### **Social Media Policy**

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of

how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

#### **SAFEWALK – Night Owls**

**Boca Raton 561-297-6695 Davie 954-236-1902 Jupiter 561-799-8700**  
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

#### **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

**DISCRIMINATION OR HARASSMENT – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

**RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

**CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf>

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at <http://www.fau.edu/ssw/msw>

10/15/15

To: Dr. Elwood Hamlin  
From: Dr. David Landsman-Wohlsifer

Re: Collaboration with other departments regarding the proposed course "Social Work & Human Sexuality".

Dr. Hamlin,

Below you will find copies of correspondence as per above from the Chairs of Biology; The Center for Women, Gender, and Sexuality Studies; and Counselor Education. I did reach out to Dr. Bjorklund, in Psychology on 10/11/15 but have yet to receive a response.

As Follows:

**From Biology:**

**From:** David Landsman-Wohlsifer **Sent:** Monday, October 12, 2015 10:04 AM **To:** Elwood Hamlin **Subject:** FW: Review of Course for GPC

**From:** Rodney Murphey **Sent:** Monday, October 12, 2015 9:58 AM **To:** David Landsman-Wohlsifer **Cc:** Elwood Hamlin **Subject:** Re: Review of Course for GPC

David,  
My Associate Chairs and I see no problem with this course and no conflicts with any of our courses.  
All the best,  
Rod Murphey  
Chair

**From:** David Landsman-Wohlsifer <[dlandsmanwohlsif@fau.edu](mailto:dlandsmanwohlsif@fau.edu)> **Date:** Sunday, October 11, 2015 11:29 PM **To:** rmurphey <[rmurphey@fau.edu](mailto:rmurphey@fau.edu)> **Cc:** Elwood Hamlin <[ehamlin@fau.edu](mailto:ehamlin@fau.edu)> **Subject:** Review of Course for GPC

Hello Dr. Murphey,

I hope this email finds you well. I am a new faculty member at the School of Social Work. I have been teaching a course on the MSW level entitled Human Sexuality and Social Work for the past year which will be presented at the GPC meeting in late October. Dr. Hamlin, the Coordinator of the MSW program and our representative to the GPC, suggested I reach out to you and send you a courtesy copy of the syllabus as well as ask you for any feedback that you might have. I have attached the syllabus to this email. The GPC asks that you please

review the course and let us know if you see it as a conflict with any course offering in your department. Furthermore if the course meets with your approval can you please state so in your response to me? I look forward to your feedback. Please do not hesitate to contact me with any questions.

best and thank you,  
David

David Landsman-Wohlsifer, Ph.D., LCSW  
Visiting Assistant Professor  
FAU School of Social Work

**From: Center for Women, Gender, and Sexuality Studies**

**From:** Barclay Barrios  
**Sent:** Monday, September 14, 2015 3:47 PM  
**To:** David Landsman-Wohlsifer  
**Cc:** Elwood Hamlin  
**Subject:** Re:  
David:

First, I believe Elwood will need a statement for GPC that's something like this: I have reviewed this syllabus and the MA program in Women's Studies of the Center for Women, Gender, and Sexuality Studies does not object to this course.

Can't offer much in the way of feedback since we don't have the social work focus or training over here. And certainly I'd enjoy coffee. Out of town for most of this week and catching up the next, so some time late Sep or early Oct should work.

Barclay Barrios  
Assistant Dean, Dorothy F. Schmidt College of Arts and Letters  
Interim Chair, Visual Arts and Art History  
Interim Director, Center for Women, Gender, and Sexuality Studies  
Associate Professor, Department of English  
561-297-4573

**From:** David Landsman-Wohlsifer  
**Date:** Monday, September 14, 2015 at 3:12 PM  
**To:** Barclay Barrios  
**Cc:** Elwood Hamlin  
**Subject:** <no subject>

Hello Dr. Barrios,

I hope this email finds you well. I am a new faculty member in the School of Social Work. I have been teaching a course on the MSW level entitled Human Sexuality and Social Work which will be presented at the second GPC meeting on 9/30. Dr. Hamlin, the Coordinator of the MSW program and our representative to the GPC, suggested I reach out to you and send you a courtesy copy as well as ask you for any feedback that you might have on the syllabus. I have attached the syllabus to this email. We also wanted to make sure it did not duplicate the Gender, Sexuality, Myth and Reality (WST 6306) so if you could speak to that in response to me I would appreciate it.

Additionally having you reviewed your background, I see our areas of interest overlap. If you are available over the next few weeks, would you like to get together for a cup of coffee and chat?

Best & Thank you,  
David

David Landsman-Wohlsifer, Ph.D., LCSW  
Visiting Assistant Professor  
FAU School of Social Work

To: [Paul Peluso](#)  
Cc: [Elwood Hamlin](#)  
Attachments:  
[Sex Therapy Syllabus 2015~1.docx \(67 KB\)\[Open as Web Page\]](#)  
*Sent Items*

Sunday, October 11, 2015 11:12 PM

Hi Paul,

I hope this email finds you well. Last month you reviewed the syllabus of the above referenced course. We appreciate your input and were able to incorporate your suggestions. In your response to me you shared that you did not feel as though the course overlapped with course offered in your department. The GPC asks if you could specifically please give your approval for the course to be offered in social work. If you are in agreement could you please let me know in your response.

If I can provide any further information please do not hesitate to ask. I have attached a copy of the syllabus for reference.

best & thank you,  
David

David Landsman-Wohlsifer, Ph.D., LCSW  
Visiting Assistant Professor  
FAU School of Social Work

Paul Peluso

Monday, October 12, 2015 3:52 PM

Hello David,

Thank you for your thoughtful edits. I think that this will be a great course for social work and any other students who may take it. I see no conflicts.

All the best,

Paul Peluso

Sent from my iPhone

[Course Approval for GPC](#)  
David Landsman-Wohlsifer

**To Psychology (no response as of yet)**

To: [dborklu@fau.edu](mailto:dborklu@fau.edu)

Cc: [Elwood Hamlin](#)

Attachments:

[GPC SW & H sexuality Syll~1.docx \(75 KB\)\[Open as Web Page\]](#)

Hello Dr. Bjorklund,

I hope this email finds you well. I am a new faculty member at the School of Social Work. I have been teaching a course on the MSW level entitled Human Sexuality and Social Work for the past year which will be presented at the GPC meeting in late October. Dr. Hamlin, the Coordinator of the MSW program and our representative to the GPC, suggested I reach out to you and send you a courtesy copy of the syllabus as well as ask you for any feedback that you might have. I have attached the syllabus to this email. The GPC asks that you please review the course and let us know if you see it as a conflict with any course offering in your department. Furthermore if the course meets with your approval can you please state so in your response to me? I look forward to your feedback. Please do not hesitate to contact me with any questions.

best and thank you,  
David

David Landsman-Wohlsifer, Ph.D., LCSW  
Visiting Assistant Professor  
FAU School of Social Work