

**University of Pennsylvania School of Social Policy & Practice**  
**Spring, 2019 Human Sexuality, SWRK 756-001**  
**Room CASTER A8**  
**3701 Locust Walk – Philadelphia PA, 19104**

**Course Description:**

Sexual wellness is a key component of human wellness. Taking a bio/psycho/social/spiritual approach to human sexuality, this course is designed to increase the student's comfort and sensitivity to the diversity of sexual issues people face. The course will explore the diversity of human sexuality; paying specific attention to the roles that gender, race, class, sexual orientation, religion/spirituality, and ethnicity have on sexuality. Sexual violence will be examined on both macro and micro levels with emphasis on human rights and social justice aspects of vulnerable populations. Sexual concerns of clients will be examined in a variety of practice settings such as case management, psychotherapy, health care, schools, child welfare, aging, and group work. A variety of sex related topics will be covered including sex through the life span, diagnostic interviewing, sexual development, treatment for sexual concerns and dysfunctions, sexual wellness, sex education, sexual physiology, neurology, and sexual diversity. All materials will be taught using the framework of NASW's Code of Ethics for social workers dealing with sexually related matters.

**Course Objectives:**

In this course students will:

1. Increase their comfort and sensitivity discussing sexual issues as they relate to social work practice
2. Learn the Circles of Sexuality and review developmental theories (including Freud, Erikson, Piaget) as a framework for sexuality development throughout the lifespan.
3. 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
4. Gain an understanding of the DSM-V classifications for sexuality-related and gender identity disorders
5. Examine the role NASW's Ethics have in informing social work intervention with sexual issues
6. Identify how difference (i.e. culture, race, gender, sexual orientation, religion, and class) impacts human sexuality
7. Learn to assess and examine how sexual issues impact communities from a macro perspective (i.e. teen pregnancy in rural communities, or HIV in minority communities).
8. Learn the importance of completing 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 as well as in couples therapy
9. Recognize the social justice aspects of sexual violence on both micro and macro levels (i.e. sexual and child trafficking within the USA and from other countries)
10. Be able to assess and identify links between emotional/psychological disorders and sexual issues

11. Be aware of the latest research available in human sexuality as it applies to social work practice on the direct and macro levels

**Required Texts:**

1. McRuer, R., & Mollow, A. (2012). *Sex and disability*. Durham, NC: Duke University Press
2. Bergman, B. & Bornstein K. (2010). *Gender outlaws: The next generation*. Berkeley, CA: Seal Press
3. Silverberg, C., & Smith, F. (2015). *Sex is a funny word*. New York, NY: Seven Stories Press

Additional articles will be assigned and available on the course page online.

**Suggested Texts For Further Learning:**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: American Psychiatric Publishing.
2. Aston, M. (2003) *Aspergers in love: Couple relationships and family affairs*. London and Philadelphia: Jessica Kingsley Publishers
3. Brick, P. & Linquist, J. (2003). *New expectations: Sexuality education for mid and later life*. NYC, NY: SIECUS.
4. Bywater, J. & Jones, R. (2007). *Sexuality and social work*. Exeter, UK: Learning Matters.
5. Dea, S. (2016). *Beyond the binary: Thinking about sex and gender*. Ontario, Canada: Broadview Press.
6. Erikson-Schroth, L. (Ed.) (2014). *Trans bodies, trans selves: A resource for the transgender community*. New York, NY: Oxford University Press
7. Gay, R. (2017). *Hunger: A memoir of my body*. New York, NY: Harper Collins.
8. Haines, S. (2007). *Healing sex: A mind-body approach to healing sexual trauma*. Jersey City, NJ: Cleis Press.
9. Kaufman, M., Silverberg, C., & Odette, F. (2007). *The ultimate guide to sex and disability: For all of us who live with disabilities, chronic pain, and illness*. Jersey City, NJ: Cleis Press.
10. Lamb, S. (2006). *Sex, therapy, and kids: Addressing their concerns through talk and play*. New York, NY: W.W. Norton & Company, Inc.
11. Levine, S. (Ed.), Risen, C. & Althof, S. (Assoc. Eds.) (2010). *Handbook of clinical sexuality for mental health professionals, 2nd edition*. New York, NY: Routledge.
12. Moser, C (1999) *Health care without shame: A handbook for the sexually diverse and their caregivers*. New York, NY: Greenery Press.
13. Roberts, D. (1997). *Killing the black body: Race, reproduction, and the meaning of liberty*. New York, NY: Vintage Press.
14. Solinger, R. (2013). *Reproductive politics: What everyone needs to know*. New York, NY: Oxford University Press.
15. Taverner, W & DeMarco (2006). *Verbal informed consent assessment tool (VISCAT)*.  
taverner@ptd.net

**Course Format and Instructional Methods:**

Adult learners acquire knowledge in a variety of ways. Therefore multiple methods of instruction will be used throughout the course. Videos, lectures, discussions, case examples, student

presentations, and guest speakers will be used throughout the semester. Outside of class time students will read independently, attend community events, and complete assignments.

**Office Hours of Instructor:**

The instructor will be available before and after class as well as by appointment. I welcome you to contact me with any concerns or ideas that you wish to discuss.

**Class Policies:**

**Attendance/Participation:** Due to the sensitive nature of topics discussed and the breadth of topics in this survey course, students are expected to attend all classes. Missing more than two classes and/or excessive lateness is a serious problem that will necessitate a meeting with the student to determine whether the student's academic advisor should be notified and how the student's grade will be affected. Excessive absenteeism could result in course failure. If you are unable to attend class or hand in an assignment on time please notify the instructor in advance of class by email.

**Class Time:** Class will begin at 6:45pm and end on time at 9:15pm with a short break.

**Class Etiquette:** Due to the sensitive nature of the topics discussed, students are strongly encouraged to use active listening skills, a take space/make space approach to classroom interaction, and cell phones must be put away during class with exceptions made in advance with instructor or in the event of an emergency.

**Special Needs:** Students need accommodations because of a disability are encouraged to meet with their instructor, early in the semester. Please speak with the instructor if you have any special learning accommodations are wanted or if English is your second language.

**Class assignments:**

All paper must be handed in by midnight on their due date. Students who need an extension are encouraged to reach out 48 hours in advance to request this from the professor.

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

For all written work, please use APA style though note that an abstract is not necessary in papers. Please review orientation materials on ethics in social work and the academe, especially those regarding plagiarism.

## 1. Reaction Papers (50% of grade)

Reaction Paper #1 (Due February 13) *3-4 pages 15% of grade*

**Select an news article/ blog post/ media campaign/ social media post that has relevance to a current view on the diversity human sexuality. Discuss your opinion of that topic from a critical social work perspective.** How does this topic impact work with clients? How does it address possible issues of diversity such as culture, sexism, homophobia, racism? Using the values of the profession (see the code at <http://www.naswdc.org/pubs/code/default.asp>) address the aspects of the article/post.

Reaction Paper #2 (Due March 20) *3-4 pages 15% of grade*

**Attend/Observe 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.** Here are some examples of appropriate places to visit: a community event in LGBT community center; a Birth Prep Class with expectant parents; a Family Planning Clinic/Planned Parenthood training; a play or performance that addresses issues of Gender (ex: InterAct Theater), Sexual Orientation, or Sexuality; a group or workshop in your agency or another social service that is focused on a sexual issue; a class on sexuality (ex: Sexploratrium or the Kink Shoppe); a workshop at a sexuality conference (ex: AASECT). It must be a new environment to you, and you must enter the space respectfully- explaining your assignment to the group facilitator.

Research/Reaction Paper #3 (Due April 10) *20% of grade 5-7 pages*

**This paper is designed to help you academically research a sexual behavior that you know little about or are uncomfortable with.** The first part will present your academic research findings on the topic. The second part will explore your own reflection on the topic, including intellectual, emotional reactions and how to prepare yourself to better serve a client someday who may practice the behavior.

**\*\*You will need to submit which research topic by March 20th. \*\***

### Learning Objectives of Reaction Papers:

1. **Reflection** on course material through both a personal as well as professional lenses
2. **Garner** experience in self exploration with regard to sexual issues as they relate to social work practice
3. **Increase** exposure to the diversity of human sexuality
4. **Challenge** students' ways of thinking about sexuality from a bio/psycho/social/spiritual perspective
5. **Improve** understanding of the intersection between the current media, means of evaluation: policy, and human sexuality
6. **Hone** student's comfort of application of APA style
7. **Comprehension** of relevance to social work practice should be discussed in each paper
8. **Exploration** an understanding of the role that racism, sexism, classism, homophobia, and ethnocentrism play in sexual issues when relevant
9. **Reflection** of self in relationship to professional practice

2. **Final Paper #4** (Due May 1) 5-7 pages, 30% of grade

**Utilizing the Circles of Sexuality model as a guide, interview a person who has a difference from you in one of the circles.** Choose a difference that is interesting to you and ask for consent to interview them. You might want to consider interviewing someone with a different experience around parenting; gender identity, sexual orientation; an older or younger person who may have come of age in a time when sexual societal messages were different than when you came of age; a person whose relationship type differs from yours; someone with a different experience of sexual boundaries; etc. Listen to their story. Use the Circles as a way to organize the topics addressed..

**Part 1:** Utilize the Circles of Sexuality as you organize the information you learned in the interview. **For the privacy of your interviewee, this is NOT to be a transcript.** Please interpret the interview and share the areas that you found most interesting.

**Part 2:** This is your personal reflection. What was the process like to talk with someone different than yourself about such a private (and potentially taboo) topic of sexuality? Did you find that you avoided certain questions? If so, why? How did the interview affect your thinking about sexuality?

**Part 3:** Bolster your interview with research from at least five sources using APA format. This can be drawn from in-class readings or additional research.

We will brainstorm in class a list of questions that you may choose to use for your interview. A detailed rubric will be provided for you in class and on canvas.

Learning Objectives For Final Paper:

1. Experience in discussing human sexuality and interviewing another person.
2. Exposure to difference as it relates to human sexuality
3. Challenge student to think outside 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 practice
6. Practice applying the Circles of Sexuality model to a story of human sexuality.
7. Complete independent research in the area of human sexuality as it relates to social work practice

3. **Class Participation** (20% of grade)

Adult learners acquire knowledge in a variety of ways. Therefore multiple methods of instruction will be used throughout the course. Videos, activities, lectures, discussions, case examples, student presentations, and guest speakers will be used throughout the semester. Therefore, class participation is an important part of class grade and will include engagement (active listening) as well as respect towards students, professor, and guest speakers.

# Course Outline

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## **Class 1: Wednesday, January 23**

### **Topic: Introductions and Expectations**

Overview of the course and syllabus  
Introductions Review of Syllabus and assignments  
Intro to SARs: Sexual Attitude Reassessment  
Group Agreements  
Circles of Sexuality Framework

## **Class 2: Wednesday, January 30**

### **Topic: The Role of the Social Worker & Sexual Issues in Practice**

Sensitivity to Diversity in Human Sexuality  
Boundaries, limits, comfort, transference, & countertransference  
Circles of Sexuality  
The PLISSIT model  
Sexuality in clinical, case work, macro social work practice

### **Required Reading:**

#### **Online:**

Dunk, P. (2007). Everyday sexuality and social work: Locating sexuality in professional practice and education. *Social Work and Society*, 5(2)

Irvin, J., & McKay, K. (2016). Top 10 things social workers need to know about human sexuality. *The New Social Worker: The Social Work Careers Magazine*. Retrieved from <http://www.socialworker.com/feature-articles/practice/10-things-social-workers-need-to-know-about-human-sexuality/>

Turner, G., Vernacchio, A., & Satterly, B. (2018) Sexual justice is social justice: An activity to expand social work students understanding of sexual rights and injustices. *Journal of Teaching in Social Work*. 38(5)

## **Class 3: Wednesday, February 6**

### **Topic: Cultural Context of Sexuality**

Presenter: Zelaika Hepworth Clarke, PhD, LSW, MEd, California Institute of Integral Studies

Social and cultural constructions of sexuality  
The sexualized body  
The colonization sexuality  
Intersectionality and sexuality

### Required Reading:

#### Online:

- Pollack, D. (2007). Sexual orientation and religion from the perspective of the code of ethics. *Social Work*, 52(2), 179-179-180.
- Rachel, S., Thrasher, C. (2015). A history of “black” sexuality in the United States: From pre-slavery to the era of HIV/AIDS to a vision of H.O.P.E. for the future. In M. Sutton, J.A. Valentine, & W.C. Jenkins (Eds). *Our communities our sexual health: Awareness and prevention for African Americans* (pp. 35-78). Washington DC: American Public Health Association
- Schuster, S. (2015). Hymen restoration: ‘My’ discomfort, ‘their’ culture, and women’s missing voice. *The Journal of Clinical Ethics*, 26(2) (Summer 2015), 162-5.
- Stayon, W. (2002). A theology of sexual pleasure. Sexuality Information and Education Council of the U. S., Inc. (SIECUS), 30(4), 27-30.

#### Optional:

- Bergman, B. & Bornstein K. (2010). *Gender outlaws: The next generation. Jihad: Arsanjani, A. p.70*
- Bergman, B. & Bornstein K. (2010). *Gender outlaws: The next generation. Transliteration: Fernanadez, F. p.128*
- Bergman, B. & Bornstein K. (2010). *Gender outlaws: The next generation. Why you don’t have to Choose a White Boy Name to be a man in this world: Tokawa, K. p.207*

### **Class 4: Wednesday, February 13**

#### **Topic: AMAB/ The Socialization of Men and Sexuality**

**Note that class will be held remotely – screening of the Mask You Live In**

#### **\*\* Reaction Paper 1 Due \*\***

Sexual anatomy of AMAB (assigned male at birth) people  
Societal sexual expectations of boys /men and its effects across the gender spectrum  
Erectile Dysfunction, Premature ejaculation, and retarded ejaculation  
Misogyny and Toxic Masculinity  
Sexual stereotypes of men  
Empowering men and boys in clinical practice

### **Required Viewing Reading:**

#### **Watch:**

The Mask You Live In <https://upenn.kanopy.com/video/mask-you-live> 1hr 30min

#### **Online:**

- Fraga, J. (2019). Gillette’s toxic masculinity ad needs context — These new therapy guidelines can help. *Healthline*. [www.healthline.com/health/mens-health/traditional-masculinity#1](http://www.healthline.com/health/mens-health/traditional-masculinity#1)
- Wentzell, E. (2017). How did erectile dysfunction become “natural”? A review of the critical social scientific literature on medical treatment for male sexual dysfunction. *The Journal of Sex Research*, 1-21

**Optional:**

- McRuer, R., & Mollow, A. (2012). *Sex and disability*. Durham, NC: Duke University Press  
Davidson, Michael. *Pregnant Men: Modernism, Disability, and Biofuturity*, p123  
Ramlachan, R., & Campbell, M.M. (2014). Male sexual dysfunction. *South African Medical Journal*, 104(6). doi:10.7196/SAMJ.8376

**Writing Assignment on Canvas:** Using perspectives from *the Mask You Live In* and the readings, please respond on the discussion board to the questions posed in Fraga's article:

1. How do/could you incorporate APA guidelines on working with men into your work?
2. How do/could you help your clients who are men confront gender bias around sexuality?
3. Learning to identify and discuss emotions, like sadness, anger, and shame, can be a vital part of psychotherapy. How do/could you educate patients that are men about emotional wellness?

**Class 5: Wednesday, February 20**

**Topic: AFAB/ The Socialization of Women and Sexuality**

Presenter: Kim McKay, PhD, Temple University

Sexual anatomy of AFAB (assigned female at birth) folks  
Societal sexual expectations of girls /women and its effects across the gender spectrum  
Medicalization of female sexuality  
Female sexual response cycle  
Empowering girls /women in clinical practice

**Required Reading:**

**Online:**

- Ashline, J., & McKay, K. (2017). Content analysis of patient voices at the FDA's "Female Sexual Dysfunction Patient-Focused Drug Development Public Meeting". *Sexuality & Culture*.
- Basson, R. (2000) The female sexual response: A different model. *Journal of Sex & Marital Therapy*, 26:1, 51-65
- Lulu, R., & Alkaff, S. (2018). *Of lust and love: A cross-cultural study of sex and relationship advice articles in women's magazines*. *Sexuality & Culture*, 22(479).

**Optional:**

- Segal, J. Z. (2012). The sexualization of the medical. *Journal of Sex Research*, 49(4), 369–378. doi:10.1080/00224499.2011.653608.
- Moynihan, R. (2014). Evening the score on sex drugs: feminist movement or marketing masquerade? *British Medical Journal*.
- Tiefer L (2006) Female sexual dysfunction: A case study of disease mongering and activist resistance. *PLoS Med* 3(4): e178. doi: 10.1371/journal.pmed.0030178



*This is the article incorrectly quoted to justify the need for medicalization of female sexuality*  
Laumann, E. O., Paik, A., & Rosen, R. C. (1999). Sexual dysfunction in the United States: Prevalence and predictors. *Journal of the American Medical Association*, 281(6), 537–545. doi:10.1001/jama.281.6.537.

**Class 6: Wednesday, February 27**

**Topic: Transgender, Gender Non-Conforming & Intersex Folks**

What is Gender?

Deconstructing the Gender Binary

Social Construction of Gender

Contemplating an Intersex Experience

**Required Reading:**

Bergman, B. & Bornstein K. (2010). *Gender outlaws: The next generation. Cisgender privilege: On the privileges of performing normative gender. Taylor, E p268*

**Online:**

Langer, S.J. (2016). Trans bodies and the failure of mirrors. *Studies in Gender and Sexuality*. 17(4).

Rood, B. et al. (2016) Expecting rejection understanding the minority stress experiences of tgnc. *Journal of Transgender Health 1(1)*.

Topol, S. (2017). *Sons and Daughters* Hapers, Aug. 2017, p. 25  
www.isna.org *Intersex Society of North America*

**Optional on canvas:**

Bergman, B. & Bornstein K. (2010). *Gender outlaws: The next generation. Transcension. Diamond, K & Blazes, J. p170*

Cook-Daniels, L. (2007). Living memory GLBT history timeline: Current elders would have been this old when these events happened... *Journal of GLBT Family Studies*, 4(4), 485-497

Perone, A. K. (2014). The social construction of mental illness for lesbian, gay, bisexual, and transgender persons in the United States. *Qualitative Social Work*, 13(6), 766-771.  
doi:10.1177/1473325014543544

www.apa.org/practice/guidelines/transgender.pdf

----- **NO CLASS March 6 SPRING BREAK** -----

**Class 7: Wednesday March 13**

**Topic: Social Work Practice with Lesbian, Gay, Bisexual, Questioning and Asexual Clients**

Social construction, heteronormativity and cissexism

Mental health, substance abuse, and LGBQA clients

Macro/policy issues of the LGBTQIA Community

Outcomes for LGBTQIA youth and family support

Gay marriage

## Required Reading:

### Online:

- Gates, T. (2006). Challenging heterosexism: Six suggestions for social work practice. *The New Social Worker*, 13 (3), 4-5.
- Perone, A. (2014). The social construction of mental illness for lesbian, gay, bisexual, and transgender persons in the united states. *Qualitative Social Work*, 13(6).
- Pollack, D. (2007). Sexual orientation and religion from the perspective of the code of ethics. *Social Work*. 52(2).
- Walch, S.E., Ngamake, S.T., Bovornusvakool, W., & Walker, S.V. (2015). Discrimination, internalized homophobia, and concealment in sexual minority physical and mental health. *Psychology of Sexual Orientation and Gender Diversity*, 3(1), 37-48.
- AVEN Network: [www.asexuality.org/?q=overview.html](http://www.asexuality.org/?q=overview.html) (this is mostly an information page, so if you search beyond please take care to only enter forums that align with your identity)

### Optional:

- Puckett, J. A., Woodward, E. N., Mereish, E. H., & Pantalone, D. W. (2015). Parental rejection following sexual orientation disclosure: Impact on internalized homophobia, social support, and mental health. *LGBT Health*, 2(3), 265-269.
- Ryan, C. (2010). Engaging families to support lesbian, gay, bisexual, and transgender youth: The family acceptance project. *The Prevention Researcher*, 17(4), 11-13

## **Class 8: Wednesday, March 20**

### **Topic: Children, Teens, Sexuality Education, and Developmental Theories**

Presenter: Luis Ramirez, MSW, LCSW,  
The Attic Youth Center + Ramirez Psychotherapy LLC

**\*\* Second Reaction Paper due \*\***

**\*\*Research Topics due\*\***

Psychosexual Development  
Sexual Issues in therapy with children  
Teens and Sexuality  
Age appropriate sex education

## Required Reading:

Silverberg, C., & Smith, F. (2015). *Sex is a funny word*. New York, NY: Seven Stories Press

### Online:

- Bersamin, M, Fisher, D., Walker, S., Hill, D., & Grube, J. (2007). Defining virginity and abstinence: Adolescents' interpretations of sexual behaviors. *Journal of Adolescent Health*, 41, 182-188.
- Lamb, S. (2006). *Sex, therapy, and kids: Addressing their concerns through talk and play*. New York, NY: W.W. Norton & Company, Inc. -Introduction: "Knowing what's normative"

Lamb, S. (2006). Sex, therapy, and kids: Addressing their concerns through talk and play. New York, NY: W.W. Norton & Company, Inc. Chapter 3 “Working with children who have been abused”

**Optional:**

Jones, M. (2007). How can you distinguish a budding pedophile from a kid with real boundary problems? *New York Times Magazine*

**Class 9: Wednesday, March 27**  
**Topic: Sexual Violence & Consent**

Sexual Trauma/ Cognitive Therapy Model  
Treatment models for sexual abuse survivors (kids & adults)  
Treatment of children who have had sexual trauma  
Neurology and trauma  
Human Sex Trafficking vs Sex Work

**Required Reading**

**Online**

Daglieri, T., & Andelloux, M. (2013). Sexuality and sexual pleasure after sexual assault. *The Journal of Sexual Medicine*, 10(10), 2611-2612.

McCarthy, B. & Breetz, A. (2010). Confronting sexual trauma and enhancing adult sexuality. In S. Levine (Ed), C. Risen & S. Althof (Assoc. Eds.) *Handbook of clinical sexuality for mental health professionals* (pp. 295-310). New York, NY: Routledge.

Jackson, C. (2016). Framing sex worker rights.” *Sociological Perspectives: Official Publication of the Pacific Sociological Association*. 59(1)

**Optional**

Goldscheid, J. (2014). Gender neutrality, the “violence against women” frame, and transformative reform. *UMKC Law Review* (82)3 .

**Class 10: Wednesday, April 3**  
**Topic: Normative vs Expansive Spectrum of Sexuality**

Consent & Communication  
Kink and BDSM  
Paraphilias  
Polyamorous relationship styles

**Required Reading**

**Online:**

Easton, D. & Hardy, J.W. (2009) *Ethical slut: A practical guide to polyamory, open relationships, and other adventures*. Berkely, CA: Celestial Arts. Chapter 15 & 20

Freud, S. (1999). The social construction of normality. *Families in Society*, 80(4), 333-339.

Moser, C & Kleineplatz, P.J. (2005). DSM-IV and the paraphilias: An argument for removal. *Journal of Psychology & Human Sexuality* 17 (3/4), 91-109.

**Optional**

Saketopoulou, A. (2014). To suffer pleasure: The shattering of the ego as the psychic labor of perverse sexuality. *Studies in Gender and Sexuality*, 15(4), 254-268.

**Class 11: Wednesday, April 10**  
**Topic: disAbility and Sexuality**

**\*\*3rd Reaction Paper Due\*\***

Societal sexual expectations of bodies  
Sexuality, identity and disAbility  
Case issues connected to clients  
Empowerment approach

**Required Reading**

McRuer, R., & Mollow, A. (2012). *Sex and disability*. Durham, NC: Duke University Press  
Chapter 15

**Online**

Clare, E. (1999). Exile and pride: Disability, queerness and liberation.

**Optional:**

Spade, D. (2000). *Mutilating gender*. New York, NY: Routledge.

**Class 12: Wednesday, April 17**  
**Topic: Sexual Issues in Couples Therapy**  
Presenter: Brooke Norton, LMFT, MLS

Evaluation and assessment of a couple's sexual issues  
Cultural and systemic influences on individual/couple's sexuality  
Clinical Interventions when working with couples

**Required Reading:**

**Online:**

*Please print "sensate focus" from course page*

- Albaugh, J., & Kellogg-Spadt, S. (2002). Sensate focus and its role in treating sexual dysfunction. *Urological Nursing*, 22 (6), 402-403.
- Bancroft, J., & Vukadinovic, Z. (2004). Sexual addiction, sexual compulsivity, sexual impulsivity, or what? Toward a theoretical model. *The Journal of Sex Research*, 41(3), 225-234.
- Bulow, S. (2009). Integrating sex and couples therapy: A multifaceted case history. *Family Process*, 48 (3), 379-389.
- Easton, D. & Hardy, J.W. (2009) *Ethical slut: A practical guide to polyamory, open relationships, and other adventures*. Berkely, CA: Celestial Arts. Chapter 14

**Optional:**

- Jones, K.E., & Hertlein, K.M. (2012). Four key dimensions for distinguishing internet infidelity from internet and sex addiction: Concepts and clinical application. *The American Journal of Family Therapy*, 40:115-125. doi: 10.1080/01926187.2011.600677
- Kohut, T., Baer, J. L., & Watts, B. (2016). Is pornography really about "making hate to women"? Pornography users hold more gender egalitarian attitudes than nonusers in a representative American sample. *The Journal of Sex Research*, 53(1), 1.

**Class 13: Wednesday, April 24**  
**Topic: Sexuality, Illness, and Aging**

Aging and sexuality  
Illness and sexuality  
Societal Stigma  
Sexual Health (HIV, STIs)

**Required Reading:**

- Dailey, D. (1981). Sexual expression and aging. In F. Berghorn & D. Schafer (Eds.) *The dynamics of aging: Original essays on the processes and experiences of growing old*. (pp. 311 - 330). Boulder, CO: Westview Press.
- McRuer, R., & Mollow, A. (2012). *Sex and disability*. Durham, NC: Duke University Press  
Chapter 1

**Online:**

- Hillman, J. (2008). Sexual issues and aging within the context of work with older adult patients. *Professional Psychology: Research & Practice*, 39 (3), 290-297.
- McRuer, R. (2006). *Crip theory: Cultural signs of queerness and disability*. New York, NY: New York University Press. Introduction

**Optional:**

- Lauman, E. & et al. (2005). Sexual problems among women and men aged 40–80 y: Prevalence and correlates identified in the global study of sexual attitudes and behaviors. *International Journal of Impotence Research*. 17, 39–57.
- Siverskog, A. (2014). “They just don’t have a clue”: Transgender aging and implications for social work. *Journal of Gerontological Social Work*, 57(2-4), 386-406.

**Class 14: Wednesday, May 1**  
**\*\* Final papers due today \*\***

Circles of Sexuality Framework  
Revisiting why sexuality matters to social work clinical practice and macro practice: policy, research, communities, and administration  
Course closure activity