



## The University of Guelph

Department of Family Relations and Applied Nutrition  
**FRAN 6070: Sexual Issues and Clinical Interventions**

Centre for Open Learning and Educational Support:  
**Intensive Sex Therapy Training Program**

familyrelations &  
appliednutrition  
Science in Practice

Centre for Open Learning  
and Educational Support

### Course Syllabus Summer 2013

#### Course Coordinator & Instructor

Carm De Santis, M.Sc., RMFT  
Instructor  
Family Relations & Applied Nutrition  
University of Guelph, Psychology

Adjunct Professor  
Sexuality, Marriage & Family Studies  
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#### Location:

Delta Guelph Hotel and Conference Centre  
50 Stone Road West, Guelph Ontario N1G  
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#### Course Instructor:

Peggy J. Kleinplatz Ph.D. C.Psych  
Professor, Faculty of Medicine  
Clinical Professor  
School of University of Ottawa

#### Class Dates:

Monday May 27 – Friday May 31, 2013

#### Calendar Course Description:

This course examines sexual issues and clinical interventions from a life span perspective. Focusing upon theory, research and clinical interventions, it explores the relationship between issues in sexual development and sexual functioning. This course is offered in a one-week intensive format.

The course provides specialized training in sex counseling and therapy. It is assumed that participants already have a foundation in the theory and skills of relationship therapy; and knowledge of basic anatomy, gender socialization, basic models of sexual arousal and response, as well as an overview of sexuality over the lifespan. The week intensive program provides basic and advanced skills, theoretical models, information and materials for sex therapy with a range of clients. Facilitative learning will take place within small group discussions and practice therapy sessions with participants simulating clients and consultation teams, along with lectures and videos.

#### Required Books:

Kleinplatz, P. (2012). *New Directions in Sex Therapy: Innovations and Alternatives* (2nd ed.). Philadelphia, PA: Brunner-Routledge.

Leiblum, S. (2007). *Principles and Practices of Sex Therapy*, 4th, ed. New York: Guildford Press.

#### Highly Recommended:

Levine, S.B., Risen, C.B., Althof, S.E. (2010). *Handbook of Clinical Sexuality for Mental Health Professionals*, 2nd, ed. New York: Routledge.

**Recommended Books:**

Green, S. & Flemons, D. (2004). *Quickies: The Handbook of Brief Sex Therapy*. New York: Norton.

Hertlein, K.M., Weeks, G.R., & Gambescia, N. (2009). *Systemic Sex Therapy*. New York: Routledge.

Hertlein, K.M., Weeks, G.R., & Gambescia, N. (2009). *A Clinician’ Guide to Systemic Sex Therapy*. New York: Routledge

**Note:** If you are planning to practice as a sex therapist, you might want to consider investing in the above noted books as you continue your professional development. The cost of the books is high, and the timing to purchase them may not be ideal, however, it is imperative to have read the assigned readings to fully experience and engage in the course. Therefore, I recommend the following: borrow from public, school, or work libraries; see if a colleague would be willing to lend you theirs; you purchase one book and your colleague purchase another, and swap; if

**Course Format:**

This course will be facilitated through didactic presentations, case vignettes and/or videos, experiential exercises, role-plays, small and large group discussions, case presentations, and readings. Course participants are encouraged to actively participate throughout the course, and are expected to attend all five days of the course.

**Cautionary Note:** Throughout the week, sexually explicit material and variations of sexual behaviour, expressions, and orientations will be presented in various forms (i.e., videos, presenters). Persons, who have values which conflict with this type of learning, would be better served by taking a course with less focus on reflective and experiential learning.

**Meaningful learning experience:**

All participants are encouraged to be active inquiry-based learners in their acquisition of the course content and learning process. Active participatory learning includes: openness to different perspectives; demonstration of collegial and respectful relationships with peers, course facilitators, and guest speakers; the ability to receive and integrate feedback; the ability to modulate affect (appropriate to the activities of the course); and the ability to maintain appropriate boundaries. When group work is required, students are expected to work collaboratively, contributing effectively to the group and actively learning from others.

**Course Requirements:**

	<i>Assignment</i>	<i>Weight</i>	<i>Date Due</i>
<i>Mandatory</i>	Attendance and participation	40%	May 27 - 31
<i>Mandatory</i>	On-line Client Consultation Group & Therapy Action Plan Submission	40%	Course Link discussion – Desire 2 Learn (D2L)  July 15 <sup>th</sup> by 6:00pm via Drop Box
<i>Optional</i>	Critical Commentary * Students who aim to earn 80% or higher	20%	August 1 via Drop Box by 6:00pm

All assignments will expect students to apply critical thinking, professional ethics, and knowledge of therapeutic intervention along with understanding of the problem presented. More information regarding assignments will be posted and distributed to all students prior to the start of course, and time will be allocated to during class to discuss assignment requirements.

**Topics:**

Below is a list of topics and areas that will be covered *either* in class (lectures, guest speakers, presentations) *and/or* as assigned readings for Critical Commentary\* assignment.

- Professional ethics
- Development of sexual problems and difficulties
- Assessment of sexual problems and difficulties
- Interventions and treatments within individual and/or relational contexts
- Sexuality diversity and variations
- Sexuality difficulties/problems/disturbances/dysfunctions
- Relational dynamics
- Affairs
- Compulsive and addictive sexualized behaviours
- Illnesses and disabilities
- Trauma and abuse
- Sexual enhancement/pleasure/masturbation
- Socio-political-cultural contexts

**Overall Course Objectives:**

A course of this nature is designed to aid both current and future practitioner (e.g., clinician, educator, and researcher) to work in the sexuality field. The overall focus of this course is to increase the learners' awareness of diverse sexuality and sexual difficulties, and how issues of sexuality arise and are addressed in clinical settings. The course is intentionally designed to meet professional accreditation core competencies (i.e., AAMFT, AASECT) with the belief that the course goals will serve all class participants with a foundation of sexual issues and clinical intervention.

By the end of this course, participants will have a framework for addressing clinical issues involving sexual, relational, and physiological components. They will be able to critically discuss the complexities to be considered when working with various clients presenting sexual concerns, and able to articulate a rationale for the choices in their assessment and/or intervention with client(s). Participants will be aware of the contextual variables that effect human sexuality. They will have increased awareness of "self-as-therapist" and their social location (class, gender, culture, sexual orientation, etc.) and impact on their clinical work.

**Learning Goals:**

The following learning goals are intended to meet several core competencies set by Ontario Association of Marriage and Family Therapy (OAMFT), American Association of Marriage and Family Therapy (AAMFT), and as part of the (\*\*) University of Guelph's Couple and Family Therapy Program Educational and Learning Goals and Expected Student Learning Outcomes (ESLOs).

**A. Professional Practice**

Students will learn about assessments and apply therapeutic intervention strategies when working with individuals, couples, families and groups presenting with sexual related concerns.

1. Students will become knowledgeable about common sexual concerns and complaints of couples and individuals, including those in clinical populations (clients with co-morbid conditions such as anxiety, depression, substance abuse, history of sexual trauma).

2. Students will learn how to develop a therapeutic plan and address sexual difficulties and problems in the context of ongoing relational therapy (or individual psychotherapy).

#### B. Scientific Inquiry and Critical Evaluation \*\*

Students will develop a professional identity encompassing an interdisciplinary sensibility, informed by relevant research-based information from related disciplines (sexology, family therapy, sociology, psychology, social work, health, etc.) and supported by the principles of critical appraisal of knowledge. EG-2 \*\*

3. Students will demonstrate an ability to write coherently about the integration of theory, research, and practice skills related to their professional work with sexuality related issues and concerns. \*\* ESLO (2 b)
4. Students will have knowledge of current research developments in human sexuality, and the multiple sources of sexual difficulties (psychological, relational, socio-cultural and biological factors), along with developments from the couple and family therapy field, including empirically validated and evidence-based therapy approaches. \*\* ESLO (2 c)

#### C. Intersections: Social location, power relations, and social context

Students will integrate a sophisticated sensitivity to diversity into their professional identity as therapists and counselors, privileging attention to social location/socio-cultural context and including an understanding of social justice issues and awareness of how direct and systemic marginalization, discrimination, and abuse may impact people's everyday lives. EG-4\*\*

5. Students will critically analyze how their social location, values and beliefs shape their professional identity.\*\* ESLO (4 a)
6. Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to one's own participation in these processes. \*\* ESLO (4 b)
7. Students will learn strategies to explore and address issues of diversity (e.g., sexual orientation, ethnicity), marginalization, discrimination, and abuse in therapy with clients.\*\* ESLO (4 d)
8. Students will identify how the therapist's attitudes, biases, lack of information in sexual matters may impact therapy.

#### D. Professionalism, Ethical Conduct and Accountability

Student will develop a professional identity that consistently applies principles of ethical practice in their work with clients, maintains high standards of conduct – including following “best practices” regarding the delivery of services, and will engage in critical, reflexive self-evaluation. EG-2 \*\*

9. Students will demonstrate ability to identify ethical dilemmas, raise appropriate questions, and engage in discussion of the implications of various responses/actions related to sexual issues in the therapy.
10. Students will understand the crucial role of therapist-as-educator and the importance of providing clients with accurate information and helpful resources.
11. Students will exercise caution about assuming that a sexual problem is *only* intra-psychic

12. Students will identify when to refer to a therapist more skilled or comfortable with a particular sexual issue, sexual orientation, sexual expression or a sex positive medical professional; urologist, gynaecologist, endocrinologist, physiotherapist, occupational therapist, proctologist, or internist.

**AAMFT Competencies:**

Professional competency is essential to high standard and ethical practices. Below are the core competencies this course aims to foster among participants.

<b>* American Association of Marriage and Family Therapy Selected Core Competencies</b>		
<b>AAMFT CC #</b>	<b>Sub-Domain</b>	<b>AAMFT Core Competency</b>
2.1.1	Conceptual	Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics)
2.1.2	Conceptual	Understand the major behavioural health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course and prognosis.
2.1.3	Conceptual	Understand the clinical needs and implications of persons with co morbid disorders (e.g., substance abuse and mental health; heart disease and depression).
2.1.5	Conceptual	Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
2.1.6	Conceptual	Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
<b>AAMFT CC #</b>	<b>Sub-Domain</b>	<b>AAMFT Core Competency</b>
3.1.3	Conceptual	Understand the effects of psychotropic and other medications have on clients and the treatment process.
6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
6.3.1	Executive	Read current MFT and other professional literature.
6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation literature.
6.4.1	Evaluative	Evaluate knowledge of current clinical literature and its application.



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Tentative Course Time Table

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 am	Registration	Networking Opportunity	Networking Opportunity	Networking Opportunity	Networking Opportunity
9:00-10:30 am	Welcome, Introductions Course Overview (De Santis)	Module 1 Professional Ethics Personal values (De Santis)	Module 2 Spectrum of Human Sexualities (De Santis)	Module 6 Intervention Planning <b>Disabilities &amp; Illness</b> (De Santis or Guest)	Module 10 Intervention Planning: <b>Childhood sexual abuse</b> (De Santis or Guest)
10:30-10:45 am	BREAK				
10:45-12:30 pm	Sex Therapy: History & Disorders (De Santis)	Assessment Pt. 3: Sexual arousal disorders (Kleinplatz)	Module 3 Intersectionality (De Santis)	Module 7 Intervention Planning <b>Infertility</b> (De Santis)	Module 11 Intervention Planning: <b>Optimal sexuality</b> (De Santis)
12:30-1:30 pm	Group working lunch case study .5 hrs	Lunch on your own	Group working lunch case study .5 hrs	Lunch on you own	Group working lunch case study .5 hrs
1:30-3:30 pm	Assessment Pt 1 (Kleinplatz)	Assessment Pt. 4: Orgasmic disorders (Kleinplatz)	Module 4 Medical Interventions Pt. 1 (Physicians)	Module 8 Intervention Planning <b>Sexual Compulsion/Addiction</b> (De Santis or Guest)	Module 12 Professional Ethic Pt. 2: Competencies (De Santis)
3:30-3:45 pm	BREAK				
3:45-6:00 pm	Assessment Pt 2: Sexual desire disorders (Kleinplatz)	Assessment Pt 5: Sexual pain disorders (Kleinplatz)	Module 5 Medical Interventions Pt. 2 (Physicians)	Module 9 Intervention Planning: Sexual Pleasure (Carlyle Jansen)	Putting it all together! Wrap up and Evaluations (De Santis)
Daily Hrs	8	7.5	8	7.5	8
Cumulative Hrs.	8	15.5	23.5	31	<b>39</b>