

36th Annual Guelph Sexuality Conference

Celebrating Family Diversity: Action, Advocacy, and Affirmation

Intensive Sex Therapy Training Program

May 26th – 30th, 2014



UNIVERSITY
of GUELPH

CHANGING LIVES
IMPROVING LIFE

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

Open Learning and Educational Support: Intensive Sex Therapy Training Program

Course Syllabus 2014

Course Instructor & Coordinator:

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Location: Guelph
Delta Guelph Hotel and Conference Center
50 Stone Road West, N1G 0A9

Course Instructor:

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

Class Dates: May 26 – May 30, 2014

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 counselling 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.

Course Sponsors:

**familyrelations &
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Science in Practice

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Required Books:

Kleinplatz, P. (2012). *New Directions in Sex Therapy: Innovations and Alternatives (2nd ed.)*. Philadelphia, PA: Brunner-Routledge. More affordable version available in E-book via Kindle or Brunner-Routledge.

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:

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 following books as you continue your professional development. The cost of 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 possible, purchase them.*

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, 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>Evaluation Component Mapped on to Learning Outcomes</i> | <i>Weight</i> | <i>Date Due</i> |
|---|--|---------------|---|
| Attendance and participation | A | 40% | May 26 - 30 |
| On-line Client Consultation Group & Therapy Action Plan Submission | B C | 40% | Course Link discussion July 1 st by 6:00pm via Drop Box |
| Critical Commentary * Without completion of this assignment, the highest grade a student can earn is 80% | D | 20% | August 1 st 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.

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
- Infidelity/Affairs
- Pornography and sexually explicit material
- Compulsive and addictive sexualized behaviours
- Illnesses and disabilities
- Trauma and abuse
- Pleasure
- Masturbation
- Sexual enhancement
- Socio-political- cultural contexts

Overall Course Objectives:

A course of this nature is designed to aid both a current and future practitioner (e.g., clinician, educator, and researcher) to work in the sexuality field. The overall focus of this course is to identify and increase the learners' awareness of diverse sexuality and sexual difficulties, and recognize how issues of sexuality arise and can be 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 have more awareness and be able to critically analyse 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 Outcomes:

The following learning outcomes 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), American Association of Sex Educators, Counselors and Therapists (AASECT), 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, B, C, and D are added below to indicate the assignment or activity which assesses mastery of each outcome (see Course Requirements above).

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 and recognize 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). (A, B, C, D)
2. Students will learn how and be able to develop a therapeutic plan and address sexual difficulties and problems in the context of ongoing relational therapy (or individual psychotherapy). (A, B, C)

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 integrating theory, research, and practice skills related to their professional work with sexuality related issues and concerns. ** ESLO 2 b (B,C,D)
4. Students will have knowledge, access and analyze of current research developments in human sexuality, and the multiple sources of sexual difficulties (psychological, relational, socio-cultural and biological factors), along with couple and family therapy field, including empirically validated and evidence-based therapy approaches. ** ESLO 2 c (A, B, C, D)

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

Students will integrate a sophisticated sensitivity to diversity into their professional identity as therapists and counsellors, privileging attention to social location/socio-cultural context and including an understanding of social justice issues, awareness of, and employ social justice constructs and demonstrate 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) (A,B,C,D)

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) (A,B,C,D)*
7. Students will learn and apply strategies to explore and which will address issues of diversity (e.g., sexual orientation, ethnicity), marginalization, discrimination, and abuse in therapy with clients. *(A,B,C,D)*
8. Student will identify how the therapist's attitudes, biases, lack of information in sexual matters may impact therapy. *(A,B,C,D)*

D. Professionalism, Ethical Conduct and Accountability

Student will construct a professional identity as 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 engages 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. ** *EG-2 (2 b) (A,B,C,D)*
10. Students will understand and describe the crucial role of therapist-as-educator and the importance of providing clients with accurate information and helpful resources. *(A,B,C,D)*
11. Students will exercise caution about, and critically analyse the assumption that a sexual problem is *only* intra-psychic. *(A,B,C,D)*
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: urologists; gynaecologists; endocrinologists; physiotherapists; occupational therapists; proctologists; internists. *(A,B,C)*

AAMFT Competencies

Professional competency is essential to high standard and ethical practices. Below are the core competencies this course aims to foster among participants. The following competencies are taken from the American Association for Marriage and Family Therapy Core Competencies document (http://www.aamft.org/imis15/Documents/MFT_Core_Competencie.pdf)

| * American Association of Marriage and Family Therapy Selected Core Competencies | | |
|---|-------------------|--|
| AAMFT CC # | Sub-Domain | AAMFT Core Competency |
| 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. |

Tentative Course Time Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--|--|---|--|---|
| 8:30 - 9:00 | Registration | Networking Opportunity | Networking Opportunity | Networking Opportunity | Networking Opportunity |
| 9:00 - 10:30 | Welcome, Introductions, Course Overview (De Santis) | Module 4 – Assessment Pt. 2: What Makes a Sexual Difficulty Problematic (Kleinplatz) | Module 8 – Medical Interventions & Treatment (Medical Panel) | Module 12 – Professional Ethics & Competencies Pt. 2 Spectrum of Human Sexualities (De Santis) | Module 16 – Intervention Planning: Body Oriented & Mindfulness (De Santis) |
| 10:30 - 10:45 | BREAK | | | | |
| 10:45 - 12:30 | Module 1 – History and Basic Principles of Sex Therapy (De Santis & Kleinplatz) | Module 5 - Assessment Pt. 3: Male & Female Sexual Problems (Kleinplatz) | Module 9 – Medical Interventions & Treatment (Medical Panel) | Module 13 – Developing a treatment/intervention lens (De Santis) | Module 17 – Ethics & Professional Competencies Pt. 3 Becoming a sex therapist (De Santis) |
| 12:30 - 1:30 | Working lunch .5 hrs Professional Ethics & Competencies Pt.1 Personal Values (De Santis) | Working Lunch: Case Consultation | Working Lunch Building an interdisciplinary team among colleagues (De Santis) | Working Lunch: Case Consultation | Working lunch .5 hrs Building Competency |
| 1:30 - 3:30 | Module 2 – Basic Principles of Sex Therapy and Assessment (Kleinplatz) | Module 6 - Assessment Pt. 3: Problems of Desire (Kleinplatz) | Module 10 – Interventions & Treatment Physiotherapy (Julie Fiorelli) | Module 14 – Intervention & Treatment Infidelity (Anna Toth) | Module 18 – Treatment & Intervention Porn: Is it problematic? (Anna Toth) |
| 3:30 - 3:45 | BREAK | | | | |
| 3:45 - 6:00 | Module 3 - Assessment Pt 1:How Do We Make Sense of Sexual Problems (Kleinplatz) | Module 7 – Assessment Pt 4: Spectrum of Desires (Kleinplatz) | Module 11 – Seeing the person in the client Naked on the inside (De Santis) | Module 15 – Intervention Planning: Sexual Pleasure and Sexual Play (Carlyle Jansen) | Module 12 - Putting it all together! ----- Wrap up and Evaluations (De Santis) |
| 6 -7pm | | | | end at 7pm | |
| Daily educational hours | 8 | 8 | 8 | 9 | 8 |
| Running Educational hours | 8 | 16 | 24 | 33 | 41 |

* Approximately when class is scheduled. A specific and detailed schedule will be distributed to all participants on the first day of class.

Note: Instructors reserve the right to make adjustments and changes to schedule if necessary and appropriate to support learning objectives.