

SOCIAL WORK 8270
Social Work Practice with Sexual Concerns
(3 Credit Hours)

SYLLABUS

1.0 Course Description Information

- 1.1 **Catalog Description:** This course provides a survey of the current knowledge base, theory and research in human sexuality with a focus on advanced practice intervention and prevention approaches for a variety of sexuality issues faced by individuals, couples, and families throughout the lifespan.
- 1.2 **Prerequisites of the course:** SOWK 8220 and permission of the School.
- 1.3 **Overview of content and purpose of the course:** This course aims to prepare advanced graduate students to provide counseling and psycho-educational interventions in various formats to address clients' sexuality-related concerns as well as societal sexuality-related issues.
- 1.4 **For whom course is intended:** The course is intended for advanced graduate students in social work, and graduate level students in other helping profession disciplines.
- 1.5 **Unusual circumstances of the course:** None.

2.0 Course Justification Information

- 2.1 **Anticipated audience/demand:** This course is an advanced clinical practice course and an elective for graduate social work students. Every graduate student must select at least one clinical practice elective.
- 2.2 **Indicate how often this course will be offered and the anticipated enrollment:** The course is offered every spring semester. Enrollment is limited to 20 students.
- 2.3 **If it is a significant change to an existing course, please explain why it is needed:** This course syllabus includes gerontological content, an updated bibliography, links MSW clinical concentration objectives to course objectives and assignments.

3.0 Objective Information

3.1 **List of performance objectives stated in learning outcomes:**

This course meets the following Clinical Social Work Practice Program Objectives:

Clinical Program Objective #1: Use critical thinking to apply theory and research to assess and intervene with client issues.

Clinical Program Objective #2: Describe the range and levels of client issues across the life cycle in clinical settings.

Clinical Program Objective #3: Identify the bio-psycho-social-spiritual-cultural factors influencing the development of client issues.

Clinical Program Objective #4: Identify vulnerable client systems and populations at risk for treatment and preventive services.

Clinical Program Objective #5: Analyze and apply social work values, ethical principles, and legal mandates in clinical practice.

Clinical Program Objective #6: Participate in multidisciplinary teams in clinical practice.

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Clinical Program Objective #7: Identify and apply formal diagnostic classification systems.

Clinical Program Objective #8: Identify, adapt, and apply empirically supported interventions for client issues.

Clinical Program Objective #9: Conduct multidimensional assessments for treatment and intervention with individuals, families, and groups.

Clinical Program Objective #10: Provide culturally competent treatment, intervention services and programs across the continuum of care.

Clinical Program Objective #11: Demonstrate effective oral and written communication in clinical practice.

Clinical Program Objective #12: Analyze policies, practices and administrative structures to promote effective clinical services.

Clinical Program Objective #13: Function effectively within agency and community structures to deliver professional social work services.

Clinical Program Objective #14: Apply research methods to evaluate the effectiveness of clinical practice and program services.

Students who successfully complete this course will be able to:

Course Objectives:	Program Objectives:	Assignments
Describe the benefit of acquiring a broad base of knowledge of human sexuality as the basis for advanced social work practice.	#1, #6, #10	Class participation/lab Tests/quizzes Research paper
Analyze one's own sexual attitudes and values in relationship to the process of providing sex education and sexuality-related counseling.	#1, #2, #10	Tests/quizzes Class participation/lab
Demonstrate appropriate professional comfort and ethical principles in dealing with clients' sexual concerns.	#2	Class participation/lab
Plan and implement formal and informal sex education and reeducation with a variety of client systems (e.g., adolescents, adults and couples of all ages, culturally diverse clients and those with health and developmental challenges) in individual, couple, family and group treatment formats.	#3, #4, #5, #6, #14	Case assessments Tests/quizzes
Describe sexuality issues and behaviors that put certain groups at risk (e.g., teenage females and males, minority youth, GLBT persons of all ages, minority/poor men and women, HIV clients).	#2, #3, #4, #6	Tests/quizzes Team presentation
Develop a comprehensive psychosocial assessment and intervention for a variety of sex-related issues commonly presented by clients and at-risk populations, e.g., attitudes toward various sexual practices, masturbation, unplanned pregnancy, infertility, child sexual abuse/incest, sexual assault survivors and perpetrators, out of control sexual behavior, concerns related to sexual orientation, sexually transmitted diseases, and disability/illness and sexuality.	#3, #4, #6, #9, #10, #14	Case assessments Lab Tests/quizzes Team presentation
Describe the ever-changing socio-cultural and political contributions to sexuality issues and their impact on individuals and families in terms of social	#1, #2, #3, #4, #6, #12	Case assessments Class

justice (e.g., differential access to information and services due to gender, age, orientation, power, political dictates, etc.).		participation/lab Team presentation
Assess varying degrees of severity and multi-factorial contributors for sexual distress, dysfunction, and disorders in individuals and couples.	#1, #6	Case assessments
Describe current counseling and interdisciplinary approaches in the treatment of sexual dysfunction, their respective strengths and weaknesses, and professional standards of care and credentials.	#1, #5, #8	Case assessments
Explain and apply professional values, ethics, and legal responsibilities relevant to sex education, sex counseling, and sex therapy.	#1, #2	Class participation/lab Tests/quizzes Team presentation
Access and apply research relevant to empirically supported interventions for the treatment and prevention of sexual problems.	#8	Major project Group presentation Team presentation
Describe the major DSM IV TR classifications for sexual disorders, including sexual dysfunctions, paraphilias, and gender identity disorders, and their relevance to case assessment, dual diagnoses, health issues, and family and societal contexts.	#7, #13	Case assessments Class participation/lab Tests/quizzes

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence:

4.1.1 Current knowledge base of human sexuality.

4.1.2 Diverse formats in which sex education, sex reeducation, sex counseling and sex therapy may be provided.

4.1.3 The role of education for human sexuality

- Traditional socio-cultural influences on sexual attitudes.
- Parental and family role in sex education.
- Attitudes inhibiting and enhancing sexual response.
- Attitude identification (personal)
- Prevention of sexual problems
- Intervention in macro systems
- Intervention in micro client systems
 - Design of programs in sex education for client groups
 - Intervention in on-going social work practice
 - Evaluation of intervention
 - Relationship to cultural diversity

4.1.4 Overview of selected sex-related concerns, issues, or problems, with focus on vulnerable and at-risk client groups

- Sex education and reeducation
- Unplanned pregnancy
- GLBT issues
- Health and disability
- Sexually-transmitted diseases and HIV/AIDS
- Rape, incest and child sexual abuse
- Sexual disorders

4.1.5 Review of models appropriate for treating sexual concerns/problems

- Individual-interpersonal interventions, e.g., informal sex education, crisis intervention, problem-solving, social systems, insight therapy, cognitive-behavior therapy, couple therapy, family therapy, therapy and self-help groups.
- Identification of intervention methods and resources applicable to the organizational, community, and societal levels.
- In-depth knowledge of one modality of intervention for at least one issue, e.g., crisis counseling or cognitive-behavioral therapy for rape victims.
- Evaluation of effectiveness of interventions
- Relevance to women, gay/lesbian and culturally diverse clients

4.1.6 Sexual distress, dysfunction and sex therapy

- Female sexual dysfunction
- Male sexual dysfunction
- Principles of treatment
 - Identification of specific dysfunction
 - Diagnosis (DSM IV) and assessment
 - Theoretical approaches to treatment
 - Therapist's attitudes, values and treatment philosophy
 - In-depth study of at least one treatment approach

4.1.7 Professional and ethical issues

- Education and credentials in the field of sexuality
- Analysis of personal vs. professional values
- Ethical/legal dimensions and dilemmas
- Sex, society, and politics

4.1.8 DSM IV

- Overview of selected classifications
- Implications for social work practice

5.0 Teaching Methodology Information

5.1 **Methods to be used:** Lectures, group discussions, observing and reacting to media, personal attitude and values identification exercises, lab group to assess cases, process values and ethics, and practice intervention skills.

5.2 **Student role in the course:** Students will be expected to participate in discussions and demonstrate ability to communicate accurately and appropriately about the process and dynamics involved in sex education and counseling for a variety of sex problems.

5.3 **Contact hours:** Three contact hours per week for the 15 weeks of the course.

6.0 Evaluation Information

6.1 **Types of student projects that will be the basis for evaluating student performance**

Major Project: Students will be responsible for a major library or research paper on approved topic dealing with education, counseling, or therapy for sexual concerns. A list of suggested topics and guidelines for the paper will be provided.

Two Case Assessments. The first is a take-home assignment. The second one may be an in-class or take-home assessment assignment.

A combination of *tests and/or quizzes* are part of the course requirements.

Class participation, lab groups: This means regular class attendance, knowledgeable participation in class discussion based on student's prior reading of assignments, integrating and applying assigned materials to social work practice and sample cases, and willingness to react to and discuss sexual content of course (readings, videos, etc.) and role play and discuss cases in lab groups.

Team presentation on an optional book or topic that reflects a designated course theme or focus (e.g., prevention) Due dates are indicated on the course outline.

6.2 **Basis for determining the final grade**

The evaluation and grading process will be as follows:

First Case Take-home Assessment	15 points
Second Case Take-home Assessment	15 points
Quizzes or Tests	30 points
Final Project/Paper	20 points
Class/Lab Participation & Attendance	10 points
Team Presentation	<u>10 points</u>
100 TOTAL	

Graduate Standards: Students are expected to fulfill graduate level academic standards in all written work. Minimally this includes clear organization, complete sentences, careful attention to details of grammar and spelling, and the APA form of documentation of sources for formal papers. For help, see the *APA Publication Manual*. Points will be deducted for work that does not meet graduate standards

Attendance: Regular attendance is required. Students are expected to be prepared for each session and to participate knowledgeably. Excessive absences may lead to deduction of points for lab work and attendance and participation. If warranted, such a reduction will be determined at the discretion of the professor. It is assumed students will attend all sessions unless there are unavoidable or necessary absences (let me know about these).

Incomplete: An incomplete grade is given only for severe illness or hardships and if approved by the instructor and the School. If extensive absence from class becomes necessary, the student may be advised to withdraw. Assignments are due on the announced date. **Points will be deducted for late papers, and it is the student's responsibility to see the instructor if a late paper will be accepted.**

6.3 **Grading Type**

A+ =	98% or Above	C+=	78 to 80.9%
A =	94 to 97.9%	C =	74 to 77.9%
A- =	91 to 93.9%	C- =	71 to 73.9%
B+ =	88 to 90.9%	D+ =	68 to 70.9%

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B =	84 to 87.9%	D =	64 to 67.9%
B- =	81 to 83.9%	D- =	61 to 63.9%
F	=		60.9% and below

7.0 Resource Material

7.1 Textbooks or other required readings in the course:

SOWK 8270 Professor's Course Workbook. Available at UNO Bookstore.

Kelly, Gary. (2006) *Sexuality today: The human perspective*. 8th Ed., Boston: McGraw-Hill.

Deblinger, E., & Heflin, A. H. (1996). *Treating sexually abused children and their non-offending parents. A cognitive behavioral approach*. Thousand Oaks, CA: Sage.

Kleinplatz, P. J. (2001). *New directions in sex therapy: Innovations and alternatives*. Philadelphia: Brunner-Routledge.

Woody, J.D. (1992). *Treating sexual distress: Integrative systems therapy*. Newbury Park, CA: Sage.
Copied with author's permission and sold by UNOmaha Bookstore for cost of printing.

Library Reserve Readings and/or handouts that students may be required to pay for.

American Psychiatric Association. (1994). *Diagnostic and Statistical Manual, Fourth Edition (DSM IV)*. Washington, DC: American Psychiatric Association. **(You may have already purchased this book for SOWK 8220. It is required in many courses throughout the MSW program.)**

American Psychological Association. (2001). *Publication Manual of the American Psychological Association (5th ed)*. Washington, DC: APA. (This book is required for all research courses and represents the School's standards in all courses for the writing and documentation of sources in student papers, research reports, and theses.)

National Association of Social Workers. (1997). *Code of Ethics*. (This is reprinted in the School of Social Work Handbook and the Practicum Manual and is required throughout the MSW program.)

7.2 Other suggested reading material

Fish, L. S., & Harvey, R. G. (2005). *Nurturing queer youth: Family therapy transformed*. New York: Norton.

Foley, S., Kope, S. A., & Sugrue, D. P. (2003). *Sex matters for women: A complete guide to taking care of your sexual self*. New York: Guilford.

McCarthy, B., & McCarthy, E. (2002). *Sexual awareness: Couple sexuality for the 21st century*. New York: Carrol & Graf.

Woody, J. D. (2002). *How can we talk about that: Overcoming hang-ups so we can teach kids the right stuff about sex and morality*. San Francisco: Jossey-Bass.

Zilbergeld, B. (1992). *The new male sexuality*. New York: Bantam Books.

7.3 Current bibliography and other resources

Selected Evidence-Based Practice Resources

- Davis, M. K., & Gidycz, C. A. (2000). Child sexual abuse prevention programs: A metaanalysis. *Journal of Clinical Child Psychology, 29* (2), 257-265.
- Pomeroy, E. C., Kiam, R., and Abel, E. M. (1999). The effectiveness of a psychoeducational group for HIV-infected/affected incarcerated women. *Research on Social Work Practice, 9* (2), 148-171.
- Rothbaum, B. O., & Foa, E. B. (2000a). *Reclaiming your life after rape: A cognitive-behavioral therapy for PTSD*. San Antonio, TX: TherapyWorks: The Psychological Corporation.
- Rothbaum, B. O., & Foa, E. B. (2000a). *Reclaiming your life after rape: A cognitive-behavioral therapy for PTSD: Client workbook*. San Antonio, TX: TherapyWorks: The Psychological Corporation.

Other Resources

- Cooper, A. (2000). Cybersex: The dark side of the force. Special Issue: *Sexual Addiction and Compulsion, 7*, 1-4.
- Hunter, S., & Hickerson, J. C. (2003). *Affirmative practice: Understanding and working with gay, bisexual, and transgender persons*. Washington, DC: NASW.
- Kaplan, H.S. (1979). *Disorders of sexual desire and other new concepts and techniques in sex therapy*. New York: Bruner/Mazel. (important classic text)
- Kaplan, H.S. (1974). *The new sex therapy*. New York: Bruner/Mazel. (important classic text)
- Levine, S., & Risen, C. (2003). *Handbook of clinical sexuality for mental health professionals*. New York: Brunner-Routledge.
- Martell, C. R., Safren, S. A., & Prince, S. E. (2003). *Cognitive-behavioral therapies for gay, lesbian, and bisexual clients*. New York: Guilford.
- Perez, R. M., DeBord, K. A., & Bleschke, K. J. (eds.) (2000). *Handbook of counseling with lesbian, gay, and bisexual clients*. Washington, DC: American Psychological Association.
- Savin-Williams, R.C. (2001). *Mom, dad, I'm gay: How families negotiate coming out*. Washington, DC: American Psychological Association.
- Sipski, M.L., & Alexander, C.J. (1997) *Sexual function in people with disability and chronic illness*. Gaithersburg, MD: Aspen. (Classic text. Few on this topic)
- Spiegel, J. (2003). *Sexual abuse of boys*. New York: Brunner-Routledge.
- Recent and older publications by the course professor and colleagues:
- Woody, J.D. (1989). The reality of integrative sex therapy. *Journal of Sex and Marital Therapy, 15*, 1, 62-73.
- Woody, J.D. (1989). Sexual intimacy problems of older clients: Challenges and guidelines. *Journal of Sex Education and Marital Therapy, 15*, 3, 175-186.
- Woody, J.D., Randall, A., & D'Souza, H.J. (2005). Mothers' efforts toward their children's sex

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education: An exploratory study. *Journal of Family Studies*, 11, 83-98.

Woody, J. D., Randall, A., & D'Souza, H. J. A sex education program for mothers: Effects, parent characteristics, and practice insights. Under review. *American Journal of Sexuality Education*.

Woody, J. D., D'Souza, H. J., & Russel, R. (2003). Emotions and motivations in first adolescent Intercourse: An exploratory study based on Object Relations theory. *Canadian Journal of Human Sexuality*, 12 (1), 35-51.

Woody, J. D. (2002). Media coverage of child sexual abuse. *American Journal of Family Therapy*, 30, 417-426.

Woody, J.D., & D'Souza, H.J. (1994). The Sexual Interaction System Scale. *Journal of Sex and Marital Therapy*, 20, 3, 210-225.

Woody, J.D., D'Souza, H.J., & Crain, D. (1994). Discriminating sexual dysfunction from other couple problems. *American Journal of Family Therapy*, 22, 4, 291-303.

Older Adults and Sexuality

Adams, M. S., Oye, J., Parker, T. S. (2003). Sexuality of older adults and the Internet: From sex education to cybersex. *Sexual & Relationship Therapy*, 18, 405-416.

Blando, J. A. (2001). Twice hidden: Older gay and lesbian couples, friends, and intimacy. *Generations*, 25, 87-90.

Bromberger, J. T., et al. (2001). Psychological distress and natural menopause. *American Journal of Public Health*, 91, 1435-1443.

Brotman, S., Ryan, B., & Coumier, R. (2003). The health and social service needs of gay and lesbian elders and their families in Canada. *The Gerontologist*, 43, 192-202.

Butler, S. S., & Hope, B. (1999). Health and well-being for late middle-aged and older lesbians in a rural area. *Journal of Gay and Lesbian Social Services*, 9, 427-430.

Cain, V. S., Johannes, C. B., Avis, N. E., Mohr, B., Schocker, M., Skurnik, J., & Ory, M. (2003). Sexual functioning and practices in a multi-ethnic study of midlife women: Baseline research from SWAN. *Journal of Sex Research*, 40(3), 266-276.

Crowther, M. R., Zeiss, A. M. (1999). Cognitive-behavior therapy in older adults: A case involving sexual functioning. *Journal of Clinical Psychology*, 55, 961-975.

Camacho, M. E.; Reyes-Ortiz, C. A. (2005). Sexual dysfunction in the elderly: age or disease? *International Journal of Impotence Research*, 17(Sup. 2), S52-S56.

Donahue, P., & McDonald, L. (2005). Gay and lesbian aging: Current perspectives and future directions for social work practice and research. *Families in Society: The Journal of Contemporary Social Service*, ___359-366.

Fredriksen, K. (1999). Family caregiving responsibilities between lesbian and gay men. *Social Work*, 44, 142-155.

Ginsberg, T. B., Pomerantz, S. C., Kramer-Feeley, V. (2005). Sexuality in older adults:

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Behaviours and preferences. *Age & Ageing*, 475-480.

- Hillman, J. L. (2000). *Clinical perspectives on elderly sexuality*. New York: Kluwer Academic/Plenum.
- Huffstetler, B. (2006). Sexuality in older adults: A deconstructionist perspective. *Adultspan: Theory Research & Practice*, 5(1), 4-14.
- Klein, S. J., Nokes, K. M., Devore, B., et al. (2001). Age-appropriate HIV prevention messages for older adults: Findings from focus groups in New York State. *Journal of Public Health Management & Practice*, 7(3), 11-19.
- Lacy, K. K. (2002). Mature sexuality: Patient realities and provider challenges. *SIECUS Report*, 30(2), 22-30.
- Lesbian and Gay Aging Issues Network (2005). *About LGAIN*. Retrieved March 1, 2005, from <http://www.asaging.org/networks/LGAIN/about.cfm>
- Pangman, V. C., Seguire, M. (2000). Sexuality and the chronically ill older adult: A social justice issue. *Sexuality and Disability*, 18(1), 49-60.
- Poindexter, C. P., Linsk, N. L. (1999). HIV-related stigma in a sample of HIV-affected older female African American caregivers. *Social Work*, 44, 46-60.
- Reingold, D., Burros, N. (2004). Sexuality in the nursing home. *Journal of Gerontological Social Work*, 43, 175-186.
- SAGE (2005). *Services and advocacy for gay, lesbian, bisexual, & transgender elders*. Retrieved March 1, 2005, from <http://www.sageusa.org/>
- Shaw, J. (2001). When you're asked to speak about sex, intimacy, and Alzheimer's. *Journal of Sex Education and Therapy*, 26(2), 140-145.
- Winningham, A., Corwin, S., Moore, C., Richter, D., Sargent, R., Gore-Felton, C. (2004). The changing age of HIV: sexual risk among older African American women living in rural communities. *Preventive Medicine*, 39, 809-814.
- Zeiss, A. M., Kasl-Godley, J. (2001). Sexuality in older adults' relationships. *Generations*, 25(2), 18-26.

8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University

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community. Any student found guilty of academic dishonesty shall be subject to both
academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site

8.2 **Procedure Regarding Student Grades/Papers**

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 **Statement Regarding Students with Disabilities**

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117 or 554.2872, TTY 554.3799.

8.4 **Additional Assistance**

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services.

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