



DOCTOR of MARRIAGE and FAMILY THERAPY
 School of Education & Behavioral Science
 at CHAMINADE UNIVERSITY of Honolulu

DMFT 8060 Course

Syllabus

3140 Waiialae Avenue, Honolulu,
 HI 96816

www.chaminade.edu

Course Number: DMFT 8060

Course Title: Sex Therapy

Term: Spring 2024

Credits: Hybrid with synchronous meetings, 3 credits

Zoom link for all classes: <https://us06web.zoom.us/j/81527498683?pwd=OdGVlYo5kMPQcJ8mxaTtICuU97GV4S.1>

Instructor Name: Dr. Janet Brito, PhD, PSY, LCSW, AASECT Certified Sex Therapist & Supervisor

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Phone: 808-225-2780

Virtual Office Hours: By appointment

Class meeting dates and time:

WEEK 1 Apr 8 th Apr 14 th	WEEK 2 Apr 15 th - Apr 21 st	WEEK 3 Apr 22 nd - Apr 28 th	WEEK 4 Apr 29 th - May 5 th	WEEK 5 May 6 th May 12 th	WEEK 6 May 13 th - May 19 th	WEEK 7 May 20 th - May 26 th	WEEK 8 May 27 th - June 2 nd	WEEK 9 June 3 rd - June 9 th	WEEK 10 June 10 th - June 16 th
Monday Apr 8 th Class Meeting 6am-8am			Monday Apr 29 th Class Meeting 6am-8am	Monday May 6 th Class Meeting 6am-8am		Monday May 20 th Class Meeting 6am-8am		Monday June 3 rd Class Meeting 6am-8am	

University Course Catalog Description

This course covers many different aspects of sexuality including: biological, developmental, medical, cultural, historical, and interpersonal, with a review of the psychosocial development of sexuality and gender from childhood through aging. This course covers gender and sexual orientation with special attention given to the intersection of race, class, culture, ethnicity, religion, age, and ability. Diversity in sexual expression, sexual orientation, relational orientation, and gender identities are reviewed. This course explores the definition of "normal" sexual functioning, and the assessment and treatment of sexual dysfunction in couples therapy. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore the specific areas of sex therapy in adult relationships. Students will learn both theory and methods of sex-related psychotherapy, including several different models and techniques of sex-related assessment and diagnosis of the 'Psychosexual Disorders' described in the current edition of the DSM.

Mission Statement for Doctorate in Marriage and Family Therapy

The program's mission is based on Marianist values and focused on developing strong leaders within the burgeoning field of Marriage and Family Therapy, who value diversity, promote justice and peace, and embody adaptation and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program promotes continuous self-reflection and personal growth for the clinical student in their development as Clinical Practitioners in their roles as scholars, therapists, supervisors, and leaders.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

The course DMFT 8060 - Sex Therapy integrates Marianist characteristics as follows:

1. **Provide an integral, quality education:** The curriculum provides students with a holistic understanding of sex therapy, by integrating psychological, biological, and social perspectives.
2. **Educate in family spirit:** The course provides a safe and inclusive learning environment where students experience a sense of belonging and valued for who they are.
3. **Educate for service, justice and peace:** The course highlights ethical-decision making in sex therapy, encouraging students to reflect on issues related to social justice and to advocate for individuals from diverse backgrounds.
4. **Educate for adaptation and change:** The course promotes lifelong learning and both personal and professional growth, recognizing the need to adapt and change to address the diverse needs present in human sexuality.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes (PLO)

PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.

(Addresses ACA 2 COAMFTE)

PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice.

(Addresses ACA 3 COAMFTE)

PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to M/CFT research, supervision, and practice, demonstrating attention to multiple domains of diversity.

(Addresses ACA 2&3 COAMFTE)

PLO4: Students will use and evaluate quantitative and qualitative M/CFT clinical to improve clinical process and outcomes.

(Addresses ACA 1 COAMFTE)

PLO5: Students will cultivate a coherent and competent program of M/CFT supervision.

(Addresses ACA 4 COAMFTE)

PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation.

(Addresses ACA 4 COAMFTE)

Course Learning Outcomes (CLO)

At the completion of the course, MFT Doctoral students will be able to:

1. Describe the different aspects of sexuality as it relates to healthy sexual functioning (PLO1; PLO3)
2. Analyze and critique normative models of sexual functioning in regards to the contexts of clinical practice and therapy (PLO1; PLO3; PLO4)
3. Demonstrate the skills required to provide sex-related assessment and diagnosis for individuals within the context of couples therapy (PLO1; PLO2; PLO3)

Competency Area	Program Learning Outcome
Advanced Relational/Systemic Clinical Theory	PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding (Addresses ACA 2 COAMFTE)
Advanced Relational/Systemic Applications to Contemporary Challenges	PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice (Addresses ACA 3 COAMFTE)
Diversity, Service, Justice, Wellness, and Peace	PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to M/CFT research, supervision, and practice, demonstrating attention to multiple domains of diversity (Addresses ACA 2&3 COAMFTE)
Introductory Research Methods Quantitative and Qualitative	PLO4: Students will use and evaluate quantitative and qualitative M/CFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)
Couple and Family Therapy Supervision	PLO5: Students will cultivate a coherent and competent program of MFT supervision (Addresses ACA 4 COAMFTE)

Leadership/Consultation in Marriage/Couple and Family Therapy	PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation (Addresses ACA 4 COAMFTE)
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Learning Materials

Required readings

Bloom, Z. D., Blount, A. J., Dillman Taylor, D. L., & Lipkin, G. (2019). The Sexual Values and Behaviors Discrepancy Model. *Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education*, 1(2), 69-79.

Capawana, M. R. (2016). Intimate attractions and sexual misconduct in the therapeutic relationship: Implications for socially just practice. *Cogent Psychology*, 3(1), 1194176.

<https://doi.org/10.1080/23311908.2016.1194176>

Carpenter, D., & Miner, M. H. (2012). Examining the Validity of Low-Income African American Women's Responses to Items from the Compulsive Sexual Behavior Inventory (CSBI). *Sexual Addiction & Compulsivity*, 19(3), 181–198. <https://doi-org.ezproxy.chaminade.edu/10.1080/10720162.2012.682954>

Coleman, E., Dickenson, J. A., Girard, A., Rider, G. N., Candelario-Pérez, L. E., Becker-Warner, R., Kovic, A. G., & Munns, R. (2018). An Integrative Biopsychosocial and Sex Positive Model of Understanding and Treatment of Impulsive/Compulsive Sexual Behavior. *Sexual Addiction & Compulsivity: The Journal of Treatment and Prevention*, 25(2–3), 125–152.

Gambescia, N., Weeks, G. R., & Hertlein, K. M. (2015). *A Clinician's Guide to Systemic Sex Therapy, 3rd Ed.* Routledge.

Girard, A., & Woolley, S. R. (2017). Using Emotionally Focused Therapy to Treat Sexual Desire Discrepancy in Couples. *Journal of Sex & Marital Therapy*, 43(8), 720–735.

Giugliano, J. (2006). Out of Control Sexual Behavior: A Qualitative Investigation. *Sexual Addiction & Compulsivity: The Journal of Treatment and Prevention*, 13(4), 361–375.

Hayes, R. D. (2011). Circular and linear modeling of female sexual desire and arousal. *Journal of Sex Research*, 48(2–3), 130–141. <https://doi-org.ezproxy.chaminade.edu/10.1080/00224499.2010.548611>

Iasenza, S. (2010). What is Queer About Sex?: Expanding Sexual Frames in Theory and Practice. *Family Process*, 49, 291–308.

Janssen, E., & Bancroft, J. (2006). The dual control model: The role of sexual inhibition & excitation in sexual arousal and behavior. In E. Janssen (Ed.), *The Psychophysiology of Sex* (pp. [page numbers]). Bloomington, IN: Indiana University Press.

Levin, R. (2008). Critically revisiting aspects of the human sexual response cycle of Masters and Johnson: correcting errors and suggesting modifications. *Sexual and Relationship Therapy*, 23(4), 393–399.

Linschoten, M., Weiner, L., & Avery-Clark, C. (2016). Sensate focus: a critical literature review. *Sexual & Relationship Therapy*, 31(2), 230-247. doi:10.1080/14681994.2015.1127909

Nelson, T. (2020). *Integrative Sex & Couples Therapy: A Therapist's Guide to New and Innovative Approaches*.

Newlands, R. T., Brito, J., & Denning, D. M. (2020). Cultural Considerations in the Treatment of Sexual Dysfunction. In L. T. Benuto, F. R. Gonzalez, & J. Singer (Eds.), *Handbook of Cultural Factors in Behavioral Health* (pp. 345-357). Springer.

Perelman, M. A. (2012). Helen Singer Kaplan's Legacy and the Future of Sexual Medicine. *Journal of Sexual Medicine*.

Storholm, E., Fisher, D., Napper, L., Reynolds, G., & Halkitis, P. (2011). Proposing a Tentative Cut Point for the Compulsive Sexual Behavior Inventory. *Archives of Sexual Behavior*, *40*(6), 1301–1308.

Thomas, H. N., & Thurston, R. C. (2016). A biopsychosocial approach to women's sexual function and dysfunction at midlife: A narrative review. *Maturitas*, *87*, 49–60.
<https://doi.org/10.1016/j.maturitas.2016.02.009>

Weiner, L., & Avery-Clark, C. (2017). *Sensate focus in sex therapy: The illustrated manual*. Routledge.

Weiner, L., & Avery-Clark, C. (2014). Sensate Focus: clarifying the Masters and Johnson's model. *Sexual & Relationship Therapy*, *29*(3), 307-319. doi:10.1080/14681994.2014.892920

Witkin, M. H. (2015). Ethical Issues and Sex Therapy. *Journal of Sex Education and Therapy*, *3*(1), 8-12.
<https://doi.org/10.1080/01614576.1977.11074536>

Recommended readings

Suggested Reading Materials:

Brotto, L. A. (2018). *Better Sex Through Mindfulness: How Women Can Cultivate Desire*. Greystone Books.

Cruz, C., Greenwald, E., & Sandil, R. (2017). Let's talk about sex: Integrating sex positivity in counseling psychology practice. *The Counseling Psychologist*, *45*(4), 547-569.

Fogel, Mersy, L., & Vencill, J. A. (2023). *Desire: An Inclusive Guide to Navigating Libido Differences in Relationships*. Beacon Press.

Gerbild, H., Larsen, C. M., Graugaard, C., & Areskoug Josefsson, K. (2018). Physical Activity to Improve Erectile Function: A Systematic Review of Intervention Studies. *Sexual medicine*, *6*(2), 75–89.
<https://doi.org/10.1016/j.esxm.2018.02.001>

Giles, K. R., & McCabe, M. P. (2009). Conceptualizing women's sexual function: linear vs. circular models of sexual response. *The journal of sexual medicine*, *6*(10), 2761–2771. <https://doi.org/10.1111/j.1743-6109.2009.01425>.

Hall, K. S. K., & Graham, C. A. (2014). Culturally sensitive sex therapy: The need for shared meanings in the treatment of sexual problems. In Y. M. Binik & K. S. K. Hall (Eds.), *Principles and practice of sex therapy* (5th ed., pp. 334–358). The Guilford Press.

Kerner, I. (2015). *She comes first: The thinking man's guide to pleasuring a woman*. HarperOne.

Levine, S. B., Risen, C. B., & Althof, S. E. (2017). Handbook of clinical sexuality for mental health professionals. Routledge.

Nagoski, E. (2024). *Come Together: The Science (and Art!) of Creating Lasting Sexual Connections*. Ballantine Books

Nagoski, E. (2015). *Come as you are: The surprising new science that will transform your sex life*. Simon & Schuster.

Peixoto, M. M., & Nobre, P. (2015). Prevalence of Sexual Problems and Associated Distress Among Lesbian and Heterosexual Women. *Journal Of Sex & Marital Therapy*, 41(4), 427-439. doi:10.1080/0092623X.2014.918066

[Sexual Medicine in Primary Care - William L. Maurice, M.D. This resource is provided as a free service by The Kinsey Institute Library.](#)

Sobecki-Rausch, J. N., Brown, O., & Gaupp, C. L. (2017). Sexual Dysfunction in Lesbian Women: A Systematic Review of the Literature. *Seminars In Reproductive Medicine*, 35(5), 448-459. doi:10.1055/s-0037-1604455 Correlates of Lesbian Sexual Functioning. *Journal Of Women's Health* (15409996), 16(4), 499-509. doi:10.1089/jwh.2006.0308

Zeglin, R. J., Van Dam, D., & Hergenrather, K. C. (2018). An introduction to proposed human sexuality counseling competencies. *International Journal for the Advancement of Counselling*, 40(2), 105-121.

Zeglin, R. J., RM Niemela, D., & Vandenberg, M. (2019). What does the counseling field say about sexuality? A content analysis. *American Journal of Sexuality Education*, 14(1), 55-73.

Assessment & Alignment of Course Learning Outcomes

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
CLO1: Describe the different aspects of sexuality as it relates to healthy sexual functioning	Class Participation	15%
	Online Discussion Posts	25%
CLO 2: Analyze and critique normative models of sexual functioning in regards to the contexts of clinical practice and therapy	Final Research Paper (Signature Assignment)	30%

CLO 3: Demonstrate the skills required to provide sex-related assessment and diagnosis for individuals within the context of couples therapy	Sexual Assessment Assignment and Clinical Presentation	30%
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Points Breakdown

Assignments	Max Points
Participation & Discussion Posts	40 points
Sexual Assessment Assignment and Clinical Presentation	30 points
Final Research Paper	30 points
Assignments	100 Points

Grading scale

100-90%	A
89-80%	B
79-70%	C- Fail, retake

DMFT Doctoral Courses Student Engagement Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Doctoral students are expected to perform work of higher quality and quantity, however typically a minimum of forty-five hours of student engagement for each student credit hour is required, although instructors may require roughly a third more work than this minimum undergraduate credit hour requirement. Therefore, a 3-credit doctoral course would typically require engagement of approximately 135 hours for the average student for whom the course is designed. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment.

This policy is in accordance with federal regulations and regional accrediting agencies.

Number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	5	Five synchronous class meetings
Assigned and topical readings	55	
Key assessments/Writing assignments	25	
Online interaction	15	Discussion posts
Out of classroom collaboration	10	
Presentation & Preparation	25	
Total hours:	135	

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Writing Standards

All work submitted by Chaminade University students within the DMFT program must meet the following writing standards. Written assignments should:

1. Use correct grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and with clarity.
3. Adopt modes and styles appropriate to their purpose and audience (i.e. academic style, research style, and clinical style).
4. Utilize APA style formatting for all papers unless specified otherwise. APA format includes 12-pt serif font (Times New Roman preferred), one-inch margins, double spaces, in-text citation, correct level heading, title page (abstract not always necessary).
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources must be correctly cited both in the body of the paper and the Reference page to avoid plagiarism (see Plagiarism).
6. In addition, for this section:
7. First and second level APA headings MUST be used to structure the paper. The final sentence(s) of the introductory paragraph should outline the first-level headings for the paper (sample will be provided).
8. All papers must have introductory and closing paragraphs.

9. Papers must be in a neutral, formal academic voice (third person).
10. No personal opinion is allowed in the literature review. The paper should serve to accurately summarize the academic literature without personal commentary. For the literature review paper, students may cite published critiques and opinion from peer-reviewed articles and professional books.

Assignments

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). No assignments will be accepted late unless you have contacted the instructor 48 hours prior to the due date and have been granted an extension.

1. Class Participation & Discussion Posts [40 points]:

Participation in the synchronous classes for this course is important for your learning. We will be covering a large amount of material in a small amount of time. Students' discussion posts need to adequately respond to the associated prompt and be a minimum of 200 words.

2. Sexual Assessment Assignment and Clinical Presentation [30 points]:

Participants will be able to:

1. Demonstrate the skills required to conduct a comprehensive sex history assessment, including appropriate questioning techniques and active listening skills.
2. Critique and analyze the gathered information from the sex history assessment to identify relevant background information, presenting concerns, and potential areas for intervention.
3. Apply ethical considerations and maintain confidentiality and informed consent throughout the sex history assessment process.
4. Develop a comprehensive treatment plan tailored to the individual needs of the hypothetical client, drawing on evidence-based therapeutic approaches.
5. Utilize effective communication and empathy in presenting findings and treatment plans in a simulated clinical setting, demonstrating professionalism and empathy towards the hypothetical client.
6. Present your findings and treatment plan in a professional manner, using a slide deck format, demonstrating effective communication and empathy in the mock clinical setting.

Additional Learning Objectives:

- a. Identify and explain the different aspects of sexuality as it relates to healthy sexual functioning including biological, psychological, emotional, social, cultural, and/or relational factors and how they impact the sexual health problem.
- b. Analyze how sexual desire, arousal, pleasure, intimacy, communication, identity, orientation, attitudes, beliefs, values, and/or behaviors contribute to the sexual health problem and maintaining healthy sexual functioning.
- c. Demonstrate understanding through written and verbal assessment of the different aspects of sexuality listed in # 1 and 2 and their impact on overall sexual health.

Participants will present the sexual assessment findings in a professional manner, using a slide deck format, demonstrating effective communication and empathy in the mock clinical setting. In their slide deck, participants will embed a 20 minute video clip of their sexual assessment, demonstrating how they conducted the sexual assessment. Total presentation time: 50 minutes

Slide Deck Presentation Time Format:

1. Introduction (10 minutes):

- Begin by introducing your client. Beyoncé is a 30-year-old individual of [insert ethnic background], [insert sexual orientation], [insert marital status], and [insert religion].
- Describe the client's reason for seeking help from a sex therapist, focusing on their stated sexual health problem in their own words.
- In your presentation, address "Additional Learning Objectives a and b" as listed above.

2. Sex History Showcase (20 minutes):

- Present a video recording showcasing the sex history interview with the client. Highlight key moments and insights gleaned during the interview process.
- Set the frame for the clinical interview by emphasizing the importance of respecting the client's boundaries and comfort levels.
- Always begin by asking permission from your client before proceeding with the discussion of specific sexual behaviors. With sensitivity, inquire, "May I ask you some questions about specific sexual behaviors?"
- Use the following script to get started with your clinical interview:

I'm Dr. [Your Name], and I'm a licensed marriage and family therapist practicing in the state of [insert state]. My pronouns are [insert your preferred pronouns here]. How would you like me to refer to you, what's your preferred name, and what are your pronouns?

Today, we'll be meeting from XX until XX:53, and our subsequent sessions will also be 53 minutes long. Thank you for taking the time to complete the paperwork; it provides valuable information for our session.

I want you to know that discussing sensitive topics about your sexual health can be challenging. If any questions I ask are too difficult, please feel free to pass. Your comfort and well-being are my top priorities.

In our next session, we'll review your feedback and develop a personalized treatment plan together.

Before we proceed, please note that I'll be taking notes during our session to assist in your treatment moving forward. Please be assured that I'm fully attentive and listening to everything you share.

Here are some expectations for our sessions: I ask that you find a quiet and safe space, free from distractions like driving or eating. In case of disconnection, I'll promptly call you back to reconnect. Everything discussed in our session is strictly confidential under HIPAA, with exceptions.

As a mandated reporter, I'm required to report any instances where you or someone vulnerable, such as a child or elderly person, may be in harm's way. This includes situations where you may be at risk of harming yourself or others. Your safety is paramount, and I will ensure you receive the necessary support and assistance.

Today, our focus will be on gathering a snapshot of your sexual history to determine the best course of treatment for you. This session will help us understand your needs better, and in our next session, we will focus on treatment planning to chart our path forward, and I'll also provide my feedback as well. Do you have any questions?

Use the sex history questions designated for your clinical case, as outlined on the Sexual Assessment Clinical Presentation Schedule. Ensure that you choose your questions in advance and focus on gathering information pertinent to the sexual dysfunction your client is experiencing.

3. Case Formulation and Treatment Planning (15 minutes):

- Discuss your case formulation based on the information gathered during the sex history interview.
- Outline your proposed treatment plan, including specific interventions and strategies tailored to address the client's needs and goals.

4. Self-Reflection (5 minutes):

- Reflect on your experience conducting the sex history interview. Discuss what it was like to engage in this practice, including any challenges, insights, or personal growth you experienced during the process.

4. Final Research Paper (Signature Assignment) [30 points]:

A rubric will be provided for this assignment. For this assignment students will need to construct a research paper on a selected topic related to sex therapy and synthesize the extant literature.

1. Prepare a 10 - 12 page paper detailing the findings of the sex history assessment, including relevant background information, presenting concerns, and identified areas for intervention.
2. Reflect on the process of conducting the sex history assessment, examining personal biases and influences on sexuality that may have influenced the assessment process and potential treatment plan.
3. Identify 2 evidence based, and 2 culturally relevant treatment specific approaches in your treatment plan based on the findings of the sex history assessment, making sure your interventions are culturally responsive.
4. Organizing your research paper: Include an introduction, literature review, methodology (in this case, the sex history assessment process), results (findings of the assessment), discussion (reflection on biases and treatment approaches), and conclusion.
5. Citations and References: Properly cite all sources used in your research paper according to the specified citation style (i.e., APA). Include clinically relevant peer reviewed journal articles at the end of the paper. Make sure you integrate the assigned readings in your final paper.

Additional Learning Objectives:

1. Analyze and critique 2 normative model of sexual functioning (i.e Masters and Johnson's Human Sexual Response Cycle, Kaplan's Three-Stage Model, Basson's Non-Linear Model of sexual response, Joann Loulan's model, The Dual Control Model of Sexual Response) assessing their relevance, accuracy, and effectiveness in guiding clinical interventions and therapeutic approaches for addressing a specific sexual health problem.
2. Demonstrate understanding of the normative models of sexual functioning through written assessment.

Evaluation Criteria:

- Demonstrated understanding of comprehensive sex history assessment techniques and their application in a clinical context.
- Clarity and thoroughness of the written assessment report, including relevant background information, presenting concerns, and identified areas for intervention.
- Information is organized effectively and communicates the findings of the sex history assessment.
- Demonstrated critical reflection on personal biases and their potential impact on the assessment process and provided insightful analysis of how personal biases may influence the treatment plan and strategies for mitigating these biases is provided.
- Development of a comprehensive treatment plan based on the findings of the sex history assessment, incorporating appropriate therapeutic interventions and strategies for addressing psychosexual issues that are culturally specific.
- Identified and described evidence-based and culturally relevant treatment specific approaches specific to the findings of the assessment.
- Interventions are culturally responsive and address psychosexual issues specific to the individual's cultural background.
- The paper is well-organized and includes all required sections: introduction, literature review, methodology, results, discussion, and conclusion.
- All sources used in the research paper are properly cited according to APA style guidelines.
- Clinically relevant peer-reviewed journal articles are included in the reference list.

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
 - Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
 - Copying of someone else's exam or paper.
 - Allowing someone to turn in your work as his or her own.

- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms that **cannot** be used for course assignments except as explicitly authorized by the instructor. **The following actions are prohibited in this course:**

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted
- If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

COURSE SCHEDULE

Week 1 - Synchronous Class Meeting Monday, April 8th, 2024
Topic: Foundations of Sexual Health: Empowering Ethical Decision-Making through Self-Reflection

Reading & Tasks:

Bloom (2019). The Sexual Values and Behaviors Discrepancy Model.

Capawana, M. R. (2016). Intimate attractions and sexual misconduct

AASECT Code of Conduct

Gambescia (2015). Chapter 12: Diversity in Sexual Expression.

Nelson, T. (2020). Chapter 7: Intersectionality 101 for Sex and Couples Therapists.

Newlands (2020). Cultural Considerations in the Treatment of Sexual Dysfunction.

Witkin, M. H. (2015). Ethical Issues and Sex Therapy

Assignments Due:

Online Discussion Post #1

Online Discussion Post #2

Week 2

Monday, April 15, 2024

Topic: Sexual Dysfunctions

Reading & Tasks:

Gambescia (2015). Chapter 2: Diagnosis of Sexual Disorders.

Gambescia (2015): Chapter 5: General Treatment Principles, Strategies, Techniques

Weiner (2017). Sensate focus book : Chapter 4: Sexual Dysfunctions: Basic Issues, Assessment Procedures, and Collaborative Treatment Planning

Assignments Due:

Online Discussion Post #1

Online Discussion #2

Week 3

Monday, April 22, 2024

Topic: Sex Therapy: Assessment & Evaluation

Reading & Tasks:

Gambescia (2015). Chapter 1: The Intersystem Approach to Sex Therapy.

Gambescia (2015). Chapter 3: Intersystem Assessment of Sexual Disorders.

Gambescia (2015). Chapter 4: The Sexual Genogram

Nelson, T. (2020). Chapter 1: Sex and Couples Therapy: Biopsychosocial and Relationship Therapy

Assignments Due:

Online Discussion #1

Online Discussion Post #2

Week 4 - Synchronous Class Meeting
Monday, April 29, 2024

Topic: A Sex Therapy Approach to Addressing Sexual Difficulties in Couples Therapy

Reading & Tasks:

Caitlinn Concepcion - Demonstrate your video recording to the live group.

Weiner (2017). Sensate focus in sex therapy: The illustrated manual: Chapter 1-3, 5-6, 10

Gambescia (2015). Chapter 10: Sensate Focus and Mindfulness.

Nelson, T. (2020). Chapter 3: Treating No-Sex Couples: Integrating Emotionally Focused Therapy with Sexuality Counseling

Girard, A., & Woolley, S. R. (2017). Using Emotionally Focused Therapy to Treat Sexual Desire Discrepancy in Couples. *Journal of Sex & Marital Therapy*, 43(8), 720–735.

Linschoten, M., Weiner, L., & Avery-Clark, C. (2016). Sensate focus: a critical literature review. *Sexual & Relationship Therapy*, 31(2), 230-247. doi:10.1080/14681994.2015.1127909

Weiner, L., & Avery-Clark, C. (2014). Sensate Focus: clarifying the Masters and Johnson's model. *Sexual & Relationship Therapy*, 29(3), 307-319. doi:10.1080/14681994.2014.892920

Levin (2008). Critically revisiting aspects of the human sexual response cycle of Masters and Johnson: correcting errors and suggesting modifications.

Review Couples Intake Sex Therapy Questions.

Assignments Due:

Online Discussion #1

Online Discussion #2

Week 5 - Synchronous Class Meeting

Monday, May 6, 2024

Topic: Women's Sexual Dysfunctions

Reading & Tasks:

Gambescia (2015). Chapter 7: Treatment Principles, Strategies, and Techniques specific to Women.

Nelson, T. (2020). Choose 1 chapter to read and post about it: 8, 9, 10, 11, 12, 13, 14.

Iasenza (2010). What-is-Queer-About-Sex-Expanding-Sexual-Frames-in-Theory-and-Practice

Assignments Due:

Online Discussion #1

Online Discussion #2

Week 6

Monday, May 13, 2024

Topic: Psychoeducation in Sex Therapy; Explore useful treatment planning resources.

Reading & Tasks:

Gambescia (2015). Chapter 8: At-Home Assignment: General Principles.

Gambescia (2015). Chapter 9: Psychoeducation in Sex Therapy.

Assignments Due:

Online Discussion #1

Week 7 - Synchronous Class Meeting

Monday, May 20, 2024

Topic: Explore the diagnostic criteria specific to men, causes and risk factors, psychological and sexual impact, and evidence-based therapeutic approaches for various sexual dysfunctions.

Reading & Tasks:

Gambescia (2015). Chapter 11: Factors that Complicate Treating Sexual Disorders.

Gambescia (2015). Chapter 12: Physical/Medical Issues in Sex Therapy.

Weiner (2017). Sensate focus in sex therapy: The illustrated manual: Chapter 7-9.

Thomas (2016). A biopsychosocial approach to women's sexual function

Perelman, M. A. (2012). Helen Singer Kaplan's Legacy and the Future of Sexual Medicine. Journal of Sexual Medicine.

Assignments Due:

Online Discussion #1

Online Discussion #2

Week 8

Monday, May 27, 2024

Topic: Unique factors in sexual health.

Reading & Tasks:

Traci Muramoto- Post your clinical presentation on Canvas

Alexander Seto - Post your clinical presentation on Canvas

Gambescia (2015). Chapter 6: Treatment Principles, Strategies, and Techniques specific to Men.

Nelson, T. (2020). Choose 1 chapter to read and post about it: 8, 9, 10, 11, 12, 13, 14.

Assignments Due:

Online Discussion #1:

Online Discussion #2

Week 9 - Synchronous Class Meeting
Monday, June 3, 2024

Topic: Clinical Case Presentation
Reflect on Your Sexual Health Training Journey and Embracing Future Opportunities

Reading & Tasks:

Crystal Taylor - Demonstrate your video recording to the group.

CSBI Inventory

Coleman (2018)

Giugliano (2006)

Storholm et al (2011). Proposing a Tentative Cut Point for the Compulsive Sexual Behavior Inventory.

Carpenter, D., & Miner, M. H. (2012)

Assignments Due: Final Presentations Due

Online Discussion #1

Online Discussion #2

Week 10
Monday, June 10, 2024

Topic: Diverse Modalities

Reading & Tasks:

Nelson, T. (2020). Chapter 2: Sex Therapy and Sexual Medicine with Couples: The Collaborative Sexual Wellness Model.

Nelson, T. (2020). Chapter 4: Sex and Imago Relationship Therapy

Nelson, T. (2020). Chapter 5: Internal Family Systems and Sex Therapy

Weiner (2017). Sensate focus in sex therapy: The illustrated manual: Chapter 10.

Assignments Due:

Online Discussion #1

Online Discussion #2

Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events.