



Yeshiva University

WURZWEILER SCHOOL OF SOCIAL WORK

Course Title	SWK6116A – Psychosocial Issues with Human Sexuality
Semester:	Spring 2019
Date & Time:	Wednesdays 2:10PM – 4:10PM, 2018
Location:	RM 813
Instructor(s): Office Location:	PROFESSOR RACHEL HOFFMAN
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Course Description

This course will provide an overview on various topics in Human Sexuality. Students will gain perspective on various issues through a religious, cultural, and historical lens. Four major units will guide this course: Human Sexuality from a Biological/Developmental Perspective, Human Sexuality in the eyes of the three main world religious doctrines/Socio/Cultural perspective, Sex throughout the ages: A historic view of human sexuality from biblical times through the internet explosion of the 21st century and Psycho-education and assessment of sexuality for the practicing social worker.

I. Course Objectives

1. Describe their Sexological worldview, its history, current state, strengths and limitations
2. Articulate their attitudes about diversity as they relate to their professional work
3. Explain the phenomena of privilege and oppression and be able to highlight areas within the field of sexology where privilege and oppression impact service provision and research
4. Research a specific topic within sexuality and compare various cross-cultural perspectives, including perspectives from the US and internationally, on that topic
5. Identify areas for personal and professional growth in the development of cross-cultural competence and be able to plan the steps for working toward appropriate action
6. Identify personal emotional responses to clinical Sexological encounters and their reasons for those responses;
7. Recognize clinical sexological psychotherapeutic responses to sensitive and controversial

- issues within the context of the therapeutic relationship;
8. Display culturally competent attitudes when working with diverse individuals or groups within the context of the therapeutic relationship.
 9. Identify basic principles of reproductive anatomy and sexual physiology;
 10. Demonstrate understanding of the diagnosis and treatment of sexually transmitted infections and other health concerns.

II. INSTRUCTIONAL METHODS

Learning will occur through a variety of methods and experiences, but mainly through a dialogical interchange of ideas, questions and answers. Students are encouraged to ask questions and seek answers to the challenging course material.

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Grades will be determined based on class participation and the expectation that students will do the required reading specified under each course unit. Each assignment will be weighted as follows:

- 15% - Assignment I
- 25% - Assignment II
- 10% - Presentation
- 10% - Participation and Role Plays
- 40% - Final Paper

Required Readings for the Course

Brodman, J. (2017). *Sex Rules! Astonishing Sexual Practices and Gender Roles Around the World*. Mango.

Heasley, R., & Crane, B. (2003). *Sexual lives: a reader on the theories and realities of human sexualities*. Boston: McGraw-Hill.

Hoffman, R. (2018). *Dating and Mating in a Techno-Driven World: Understanding How Technology is Helping and Hurting Relationships*

Szuchman, L. T., & Muscarella, F. (2000). *Psychological perspectives on human sexuality*. New York: John Wiley & Sons.

Articles:

Sitron, J. A., & Dyson, D. A. (2012). Validation of Sexological Worldview. *SAGE Open*, 2(1).

doi:10.1177/2158244012439072

Winter, J., & Aponte, H. J. (1987). The Person and Practice of the Therapist. *Journal of*

Psychotherapy & The Family, 3(1), 85-111. doi:10.1300/j287v03n01_10

IV. COURSE REQUIREMENTS

Assignment 1: Reflection Paper: Sexological Worldview/Person of Therapist; Due first day of class (January 30th), 15% of grade

Read Article: *Validation of sexological worldview: A construct for use in the training of sexologists in sexual diversity* by Justin A. Sitron and Donald A. Dyson

Read Article: *The Person and Practice of the Therapist* by Joan Winter & Harry Aponte

The purpose of this paper is to get a sense of who you are as a person of therapist. What messages and scripts brought you to this class?

Answer the Following Questions:

- Why are you taking this course? What led you here?
- What are your personal biases in terms of sexuality? Where did you receive those messages?
- What are your personal challenges and fears in broaching the subject of sexuality with your clients?
- What is your personal sexological worldview?

Guidelines for Completion of Assignment:

- A) Read both articles
- B) Answer the four questions. You can answer in essay format or answer each of the questions separately
- C) No longer than two pages double spaced

Remember that you are not being graded for content. The most important aspect of this assignment is the reflection and analysis component.

Assignment 2: Treatment Approaches; Due (February 20th); 25% of final grade

Students will choose a sexual dysfunction or pertinent issue within the field of human sexuality (i.e.: Sex and the Elderly, Molestation, STIs) and write a 2-3 case-study paper. Present a case study (can be real or fictitious) and discuss questions/assessment techniques they would use with the client. Students should discuss how they would work with an interdisciplinary team in

regards to this specific issue and why. Students should reference readings and/or articles. This topic will be used for the final paper as well.

Guidelines for Completion of Assignment:

- A) Students will pick a sexual dysfunction of their choice
- B) Students will write a 2-3-page paper referencing assessment and treatment techniques they would use with the client
- C) Students should reference at least 3 articles from peer reviewed journals and cite in APA format

Assignment 3: Cultural Topic Presentation; Presented in Class (April 17th); 10% of final grade

Students will be divided into small groups to work on an in-class cultural topic presentation. The method for dividing into groups will be determined by the instructor. Students must get the instructor's approval for their topic. Each group will select a topic in sexuality (e.g. gender identity, sex work, breastfeeding, sexual pleasure, etc.) and research that topic across three distinct cultures/religions.

-One of the cultures must be one that is outside of the United States (either mainstream/dominant culture or subculture/non-dominant)

-One of the cultures must be a subculture/non-dominant within the United States.

-The third culture can be one of the students' choosing.

(in the event there are more than three students in a group, each student should select an additional culture)

Students will research the topic thoroughly and present generally on the topic, and some of the important aspects of the topic. Then, students will discuss the topic from each of the cultural perspectives selected. Appropriate theories in sexuality and from class should be included as appropriate to provide context and depth to the topic itself and to the culture selected. The presentation should be more than a recitation of facts, but also include an element of analysis, comparison, and critical thinking. The presentation should include some type of media (electronic, poster, multimedia, music, video, etc.) and should take no longer than 35 minutes, including time for questions. Five (5) minutes will be provided before/after presentations to set-up and transition. Students will be graded both on the content of the presentation, its meeting the basic requirements explained here, and on their collaboration with their group/team members. A rubric for team/group-work is provided in the Assignments folder in Shared Files and briefly discussed in class. Each student will receive a separate individual grade on this assignment.

Examples: Jeopardy Game, Multimedia Presentation, Music etc.

Assignment 4: Case Studies/Role Plays/Participation; 10% This will be utilized throughout the semester

Students will be provided cases to role play in class. Every student will have a chance to act as the therapist.

Assignment 5: Final paper/Psycho-educational Strategy; 40% of grade; Due (May 8th)

Students will create a lesson plan for a school of their choice that addresses the topic in assignment 2. Students will describe the school they are teaching at and why they are choosing this specific model for teaching.

V. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting disability-related accommodations should make an appointment with the Office of Disability Services, akelsen@yu.edu, (646) 592-4280 during the first week of class. Once you have been approved for accommodations, please contact your professor directly to ensure the successful implementation of those accommodations.

VI. E-Reserves

What is EReserve? EReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most 7 articles listed in each syllabus are available on EReserve. You can access full text articles from your home or from a university computer.

How do I use EReserve?

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on EReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact John Moryl at Moryl@yu.edu

VII. PLAGAIRISM

Students should remember that the school does not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as one's own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work. However, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any

part of the assignment in this course will FAIL the course, and will be referred to the Associate Dean automatically for disciplinary action that may include expulsion.

VIII. HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

IX. COURSE OUTLINE

UNIT 1: Human Sexuality from a Biological/Developmental Perspective.

1. Sexuality throughout the life span: children, adolescence, young adulthood, middle adulthood, older adults
2. Disease process (both physical, psychiatric and emotional) that can impede or interfere with normal sexual function: includes the paraphilia's
3. Sex addiction: What is it? Is it an addiction? Why is there an increase?
 - a. Article Readings
4. Treatment options for sexual dysfunction
 - a. Vaginismus/Dyspareunia
 - b. Premature Ejaculation
 - c. Performance Anxiety
 - d. Erectile Dysfunction
 - e. Low Desire/Low Sex Drive
5. How to work with medical professionals as an interdisciplinary team/holistic approach
6. Overview of Freud and Masters & Johnson

UNIT 2: Human Sexuality in the eyes of the three main world religious doctrines/Socio/Cultural perspective

Students will identify areas for personal and professional growth in the development of cross-cultural competence and be able to plan the steps for working toward appropriate action. Students will gain a better understanding for how Christianity, Islam, and Judaism Influence Human Sexuality

1. How do the different doctrines influence human sexuality?
2. Sexual Rituals and rites of passage both from a historic perspective and current practice. (circumcision, Menarche, Female Genital Mutilation)
3. The price of (or commodity of) virginity
4. The Anthropology of Sex

UNIT 3: Sex throughout the ages: A historic view of human sexuality from biblical times, through the internet explosion of the 21st century.

Students will watch a media presentation that depicts how the media (songs/movies/television shows/and literature) has played a role in impacting cultural views of Human Sexuality

Discussion about media presentation: Where do students see the impact in their lives?

UNIT 4: Psycho-education and assessment of sexuality for the practicing social worker
Students will identify personal emotional responses to clinical sexological encounters and their reasons for those responses. Students generate sound clinical sexological psychotherapeutic responses to diverse, sensitive and controversial issues within the context of the therapeutic relationship.

Topics:

1. How to assess clients for issues regarding sexuality?
2. How to broach the subject with clients regarding sexuality?
3. How to talk to children regarding sexuality?
4. Medical – Disability, Illness – How to approach?

UNIT 5: The LGBTQ community: Where we were, where we are
Students will gain an understanding for the history of LGBTQ rights. A discussion will also take place around asexuality and pansexuality. Students will identify ways to be sensitive, clinically appropriate, and inclusive during an assessment and throughout the therapeutic process.