

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 605**

**Human Sexuality & Sexual Health**

**[Add Semester and Year]**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course provides basic knowledge about the physiology and psychology of human sexuality as well as consideration of some areas of sexual health and dysfunction. In addition to the knowledge component, attention is focused on cultural, societal, and personal attitudes, which may affect the student's response to this area of practice. The problems of sexual dysfunction are considered within the context of the client’s relational patterns and individual adjustments. Current treatment modalities are reviewed and examined within the context of social work values**.** Class discussions will address developmental sexuality, reproduction, sexual orientation, gender, gender identity, gender expression, sex education, basic treatment skills, and common sexual dysfunctions.

**Relationship to other courses**

This advanced elective course focuses on human sexuality and sexual dysfunction. This course complements the foundation and advanced level required courses within the graduate social work program.

**Prerequisites:** Completion of500 level courses; Completion of 1st level internship (SWFI 530, SWFI 530S, SWFI 531, and SWFI 531S) or concurrent enrollment with SWFI 531 and SWFI 531S.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 2: Engage Diversity and Difference in Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | An Exploration of Identity and Consciousness Raising | Knowledge, Values, Skills, Cognitive/Affective Processes |
| **Assignment** | Sexual History or Mezzo/Macro Policy Paper | Knowledge, Values, Skills, Cognitive/Affective Processes |
| **Assignment** | An Exploration of Integrated Social Work Practice | Knowledge, Values, Skills, Cognitive/Affective Processes |

**Competency 3: Advance human rights and social, economic, and environmental justice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Sexual History or Mezzo/Macro Policy Paper | Knowledge, Values, Skills, Cognitive/Affective Processes |
| **Assignment** | An Exploration of Integrated Social Work Practice | Knowledge, Values, Skills, Cognitive/Affective Processes |
| **Assignment** | Sexual History or Mezzo/Macro Policy Paper | Knowledge, Values, Skills, Cognitive/Affective Processes |

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Sexual History or Mezzo/Macro Policy Paper | Knowledge, Values, Skills, Cognitive/Affective Processes |
| **Assignment** | An Exploration of Integrated Social Work Practice | Knowledge, Values, Skills, Cognitive/Affective Processes |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |
| --- | --- | --- |
| **Assignment** | An Exploration of Identity and Consciousness Raising | Knowledge, Values, Skills, Cognitive/Affective Processes |
| **Assignment** | Sexual History or Mezzo/Macro Policy Paper | Knowledge, Values, Skills, Cognitive/Affective Processes |
| **Assignment** | An Exploration of Integrated Social Work Practice | Knowledge, Values, Skills, Cognitive/Affective Processes |

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Sexual History or Mezzo/Macro Policy Paper | Knowledge, Values, Skills, Cognitive/Affective Processes |
| **Assignment** | An Exploration of Integrated Social Work Practice | Knowledge, Values, Skills, Cognitive/Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted ***in person*** with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential.  Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING, & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In website](https://www.turnitin.com/).

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%  A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%  B   3.00/84-87%  B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%  C    2.0 /72-75%  C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake the course. | D+ 1.33/64-67%  D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails the course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** | |

**Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with the final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (10% per day). ***To receive a passing grade for the course, all assignments must be completed and submitted.***

**PLEASE NOTE: Assignments are due on the specified date noted on this syllabus. All papers must be APA formatted. Students must submit all assignments via Sakai. No email copies or hard copies of papers will be accepted.**

## Graded Assignments

Assignment 1 An Exploration of Identity and Consciousness Raising 30 points

Assignment 2 Sexual History or Mezzo/Macro Policy Paper 30 points

Assignment 3 An Exploration of Integrated Social Work Practice 30 points

Assignment 4 Attendance & Participation 10 points

**Rubric for Grading Assignments**

A total of 5 points will be allocated for APA formatting for assignments 1, 2 and 3.

The total points allocated for appropriately following assignment guidelines and inclusion of a clear narrative, critical thinking, integration of key theories and perspectives, organization, and clarity of content follow for assignments 1, 2, and 3 (25 points).

*Students are strongly encouraged to support one another on any group assignment(s) and communicate with the instructor in a timely manner if there are any challenges along the way.*

*Students are strongly encouraged to utilize the Writing Center prior to submission of their papers**if necessary.*

Papers are due at midnight on the due date listed in this syllabus and assignments are to be uploaded via Sakai in Microsoft Word document format. Assignments will be downgraded by 5 points for each day they are late. Assignments will not be accepted more than 2 days late. If a student does not submit the assignment in the necessary time period stated above, they will receive a zero for the assignment.

**ASSIGNMENTS**

**Assignment One:** **An Exploration of Identity and Consciousness Raising [DUE DATE] (30 Points)**

The objective of this assignment is to encourage you to develop self-awareness around your feelings, concerns, curiosities, biases, conditioning, and socialization, about human sexuality. Sexuality is one of the most personal issues for anyone and it’s often overlooked as an aspect of how one understands themselves. Consequently, it is imperative that social work practitioners are aware of their own knowledge, competence, biases, assumptions, and limits pertaining to social work practice at the micro, mezzo, and macro levels.

To that end, please complete the confidential Self Awareness Inventory to begin the process of becoming more self-aware around human sexuality. This isn’t a document to be shared, but what you learn about yourself should be included in your paper for this assignment.

**This paper and all assignment content will be kept confidential.**

Compose a 6–8-page essay (not including cover page) addressing the following points:

* How do you understand your identity? Include all concepts: sex, race/ethnicity, age, spirituality/religion, gender identity, and sexual orientation. How do you think your identity fits within the larger communities you reside in?
* What are your career aspirations in the field of social work? How does your personal and professional identity fit within these goals? Why are you taking this course?
* Using the themes you discovered from your answers on the Self Awareness Inventory: (**Remember to *use themes only* – you do not have to disclose your individual answers**)
* What reactions did you have to take the questionnaire?
* What do you think has influenced you most in how you understand yourself as a sexual being?
* What are your concerns about addressing issues of sex, sexuality, and/or sexual dysfunction with clients? (conditioning/socialization, curiosities, biases)
* What issues regarding human sexuality are of particular interest to you?
* Beyond the micro-level (e.g., clinical practice), what do you consider to be the main mezzo and macro-level practice concerns about sex, sexuality, sexual dysfunction at the local, state, and federal levels, within organizations, settings, related to advocacy and social justice, etc.?
* Reflect upon your previous or current field or practice experiences, and/or volunteer work.
* What questions do you have regarding social work practice and human sexuality?
* Reflect upon how it felt to complete this assignment.
* **Note: Paper must be APA formatted via a word document and submitted via Sakai**.

Assignment 2: Sexual History or Mezzo/Macro Policy Paper [DUE DATE] (30 pts)

There are 2 options for completing this assignment. You may only choose one option.

**OPTION 1: SEXUAL HISTORY PAPER**

Use Chapter 3 of the SJ Dodd book and complete a sexual history on a “client” of your choosing. This should NOT be a real client you are working with, but a friend/classmate/colleague that is willing to be interviewed and asked these questions. Do not use former/current romantic/sexual partners or close family members.

The purpose of this assignment is to plan for, experience, and process a “client session” using the Sexual History Questionnaire. You may adapt the questionnaire according to the relationship status of your “client.” Use all relevant questions from the questionnaire.

In 5-7 pages, reflect upon your experience and explore the following:

* Before: Describe how you planned for and set up the “session.” How did you choose your “client?” What were you thinking and feeling before the “session?” Are there ethical or economic considerations to consider? What does this tell you about how you will prepare for similar situations with clients in the future?
* During: How did you begin the session, put your client at ease? How did the person’s “demographics” influence the discussion (e.g., age, gender, nationality, ethnicity, geography, religion, physical health, etc.)? What did you notice about the “client’s” non-verbal messages? What cues did the person give that allowed you to gain some understanding of their comfort with talking about sex? Did you ask other open-ended or follow-up questions?
* Discuss any countertransference that led you to avoid a topic that you felt would be embarrassing or too personal for you or your “client.” What led to you avoiding these things? What do you think would have happened if you hadn’t avoided them?
* After: After reflecting upon the interview process, discuss your clinical strengths and challenges. What about the role of advocacy, allyship, and promotion of social justice? Did you have any other reactions or issues that you felt were relevant to completing this assignment?
* **Note: Paper must be APA formatted via a word document and submitted via Sakai**.

**OPTION 2: MEZZO/MACRO POLICY PAPER**

Micro and mezzo social work practice can focus on working with individuals and groups in a clinical setting. However, in this paper, we want you to focus instead on mezzo or macro social work as it relates to sexuality issues. The focus should be about working with larger groups of people through research, political advocacy, economic justice, and larger programs that address prevalent problems on a relevant course topic of your choice. This policy or practice topic can focus on the local, state, or federal level, agency or setting, focus on advocacy and social justice, etc. The purpose of this assignment is to illuminate how policies and practices influence sexuality topics/issues in the larger community context.

In 5-7 pages, reflect upon and explore the following:

* What sexuality topic did you choose and why?
* What problem have you identified with this topic?
* How does this topic connect to mezzo and/or macro level social work?
* Who (what population(s)) is impacted by this issue?
* Describe how this issue/problem originated, developed, and exists within the larger community.
* How can social work advocacy and the promotion of social justice, and ethics impact change specifically related to this topic?
* Provide examples of how others have tried to address this or similar issues.
* Discuss the positive and negative impacts this has upon the field of social work.
* Provide insight into how you see this mezzo/macro practice impacting micro social work.
* Reflect upon how it felt to complete this assignment.
* **Note: Paper must be APA formatted via a word document and submitted via Sakai**.

**Assignment 3:**  **An Exploration of Integrated Social Work Practice [DUE DATE] (30 pts)**

The purpose of this final paper is to explore the micro, mezzo, and macro practice implications for working with clients and client systems on topics related to sexuality. Please note that during the final class, you will provide a 2–3-minute oral presentation on your topic, what you discovered while writing the paper, and what you found most curious about your learning.

Compose a paper on a human sexuality topic within one of the broad categories listed below. You will need to narrow the broader topic listed in order to keep the paper length. Once you pick the topic, give an overview in the paper of the topic and why you chose it.

**Potential Topics:**

* Transgender identities, gender variance, gender diversity
* Physical/developmental disabilities and sexuality issues (physical injuries, people with Downs Syndrome or autism spectrum, other developmental disability, etc.)
* Mental health and sexuality issues (depression, addiction, bipolar disorder, etc.)
* Sexual abuse, trauma (incest, sexual assault, sexual trafficking, etc.)
* Cultural, religious impact on sexuality (religious/sexual trauma)
* Alternative relationship structures (polyamory, asexuality, non-monogamy)
* Age and sexuality (adolescence, elderly, menopause, after childbirth)
* Topics relevant to school counselors (public policy, sex education, parents, etc.)
* LGB and sexual orientation issues including asexuality
* Sex during pregnancy, after childbirth, sex, and parenting
* Sexually transmitted infections
* Fetish/Kink/BDSM (power dynamics, roles)

**The Paper:**

* The paper must focus on a current & relevant sexuality topic spanning micro, mezzo, and macro practice frameworks.
* Provide a historical framework for how we’ve understood/addressed the topic.
* Research and analyze the issue as it relates to the current social/cultural contexts.
* First examine micro practice concerns related to lifespan development and/or theory, as well as clinical treatment interventions related to the topic you’ve chosen.
* Research and analyze the effectiveness of different treatment modalities (e.g., individual, couples, family, group) for the target population and treatment issue that you are writing about. Consider the role of technology (e.g., telehealth, telebehavioral health, etc.).
* Next examine mezzo (e.g., community, advocacy, social justice) and macro (e.g., organizational, local, state, federal policy concerns, etc.) level concerns related to the topic you’ve chosen.
* Offer insights/solutions as to how you see social work impacting this issue currently.
* Reflect upon how it felt to complete this assignment.
* The paper should be 8-10 written pages (this does not include cover or reference page)
* Plan to utilize at least 8-12 references (books, professional journal articles, etc.)
* **Note: Paper must be APA formatted via a word document and submitted via Sakai**.

**Required and Recommended Content**

All required and recommended content is listed in the “Course Schedule.” It is expected that students will come to class having read or watched the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

**REQUIRED TEXTS**

* Dodd, S. J. (2020). *Sex-positive social work.* Columbia University Press.
* Satterly, B. A., & Ingersoll, T. S. (2020). *Sexuality concepts for social workers*. Cognella, Incorporated.

\*\*All additional resources/readings/learning materials are available online via Sakai.

**RESERVE**

The primary texts as well as other relevant supplementary books are on reserve for this course in Lewis Library.

**COURSE SCHEDULE**

**Prior to First Class [Date]**

**Prepare for Module 1**

Prior to the start of the semester, students should prepare for module 1 by purchasing the required text(s) (or accessing an online version), reviewing the course syllabus, expectations, and assignments, and completing all required readings for module one. Students should also check all technology for online/hybrid sections of this course pertaining to the use of Zoom, camera, internet speed, and review the Sakai site.

* Purchase required texts (print/online copies available via Oxford University Press, Amazon

or the LUC Library)

* Review syllabus, assignments, weekly schedule, due dates, and course expectations
* Complete all required readings for Module 1 and content noted below.
* Check technology related to the use of Zoom, Sakai, camera, internet speed, etc.
* Review the Genderbread Person: <https://www.itspronouncedmetrosexual.com/2018/10/the-genderbread-person-v4/>
* Review the Map of Sexualities: <https://humansexmap.com/>
* Review the Sexuality Awareness Inventory (Located on Sakai under the Assignments tab and Self Awareness Paper. Do not turn this in; it will be used to write your first paper)
* Review the Sexualitree: <https://www.itspronouncedmetrosexual.com/2016/05/sexualitree-model-of-comprehensive-sexuality/>

## Module 1 [Date]

## Course Introduction, Healthy Sexuality & Sex-Positive Social Work

This module includes an introduction to the course, course expectations, and an overview of assignments. The discussion will also focus upon unique dimensions of the therapeutic relationship pertaining to engaging in sex-positive social work whether at the micro, mezzo, or macro levels. Boundaries, professional duties, obligations, and ethics will be explored as well as common identity terms, terminologies, and the need for self-awareness while navigating one’s own stereotypes and biases.

**Learning Objectives**

1. Introduction to the course and one another, review the course content, syllabus, assignments, and required content.

## Explore the uniqueness of the therapeutic relationship surrounding topics of sex and sexuality, boundary challenges, sex-positive social work, professional duties, and obligations, etc.

1. Evaluate the personal and professional challenges when exploring the topics of sex and sexuality with client populations across the lifespan.
2. Review common identity terms and how our understanding of ourselves and our own biases, assumptions, and stereotypes can impact our work.

## Required Content

* Satterly and Ingersoll Chapter 1
* Dodd Chapter 1

## Module 2 [Date]

## Circles of Sexuality, Biology, and Implications for Practice This module will examine various circles of sex and sexuality that include sensuality, intimacy, sexualization, and values, as well as stereotypes and implications for practice. Socially constructed terms and environmental influences will also be explored. Similarities and differences in cisgender male and female sexuality, reproductive anatomy, arousal, and response will be discussed as well as intersectional factors (e.g., race, age).

**Learning Objectives**

1. Explore the various circles of sexuality (e.g., sensuality, intimacy, sexual identity, reproduction, sexualization, values) sex, sexuality, and gender/gender role stereotypes that exist as well as environmental influences and their impact upon sexuality.
2. Examine the similarities and differences in male and female sexuality, sexual and reproductive anatomy, sexual arousal and response as well as intersectional factors (e.g., race, class, age, etc.).
3. Discuss implications of sexuality upon generalist social work practice.

## Required Content

* Satterly and Ingersoll Chapter 2
* Dodd Chapter 2
* Watch Intersexion: Boy or Girl? (Intersex Documentary) at: <https://www.youtube.com/watch?v=czbQRjdGvYQ> (53 min)
* Watch Penis, Vulva, and Vagina Sex Medical Documentary at: <https://www.youtube.com/watch?v=n9kYyM2VkbY> (20 min)

**Module 3** **[Date]**

**Sexual Values, Norms & Ethics**

This module explores various historical and contemporary values and norms pertaining to sexuality and attraction, including sociocultural influences and ethical considerations for micro, mezzo, and macro practice. Self disclosure, vulnerability, and boundaries will be examined as well as topics pertaining to sex work, prostitution, and the effective completion of an affirming sexual history with a client, along with the use of the DSM V.

**Learning Objectives**

1. Examine the historical and contemporary perspectives, values, and norms related to human sexuality and attraction.
2. Explore major sociocultural influences upon our understanding of sex and sexuality as well as the ethical considerations for sex-positive social work practice.
3. Discuss topics associated with self-disclosure, vulnerability, monogamy, sex work, prostitution, completing a sexual history, etc.
4. Explore implications for practice and sexuality factors associated with the use of the DSM V and various diagnostic criteria.

## Required Content

* Satterly and Ingersoll Chapter 3
* Dodd Chapter 3 and 10
* Watch Video: Inside Her Sex: <https://www.youtube.com/watch?v=DIv5HzX1F4M> (1 hr 8 min)
* Watch Video: <https://documentaryheaven.com/the-boy-who-was-turned-into-a-girl/> (52 min)

## Recommended Content

* Watch Video: Christopher Ryan: <https://www.ted.com/talks/christopher_ryan_are_we_designed_to_be_sexual_omnivores> (14 min)

**Module 4** **[Date]**

**Sexuality and the Lifespan**

This module explores lifespan considerations pertaining to sexuality and practice as well as the impact of media, social media, body image, ableism, ageism, consent, and sexual abuse factors. Intersectionality related to race, ethnicity, and class , as well as practice within various mezzo and macro systems (e.g., school, workplace, senior centers), will also be discussed.

**Learning Objectives**

1. Examine various practice considerations across the lifespan associated with sexuality and sexual development.
2. Explore practice concerns related to media, social media, body image, ageism, ableism, consent, and sexual abuse, among other topics.
3. Examine the intersectionality of race/ethnicity, class, socioeconomic status, and other systems (i.e. school, workplace, senior centers).

## Required Content

* Satterly and Ingersoll Chapter 8
* Dodd Chapter 6
* Watch Video: Sexuality and Aging: Research on Aging: <https://www.youtube.com/watch?v=fJHiUzHZP80> (1hr)

## Recommended Content

* Watch The Uncomplicated Truth About Women’s Sexuality:

[https://www.ted.com/talk/sarah\_barmak\_the\_uncomplicated\_truth\_about\_women\_s\_sexuality](https://www.ted.com/talks/sarah_barmak_the_uncomplicated_truth_about_women_s_sexuality)

* Read: <https://www.talkwithyourkids.org/lets-talk-about/healthy-sex-talk-teaching-kids-consent-ages-1-21.html>

**Module 5** **[Date]**

**Intersectionality: Culture, Sexuality & Practice**

This module examines intersectional factors such as race, culture, living with HIV, sexual orientation, and gender identity pertaining to sexuality and sexual development. This module also explores the impact of practitioner biases, assumptions, and stereotypes that may impact sex positive practice with clients.

**Learning Objectives**

1. Examine intersectional factors associated with sexuality and sexual development pertaining to race, culture, sexual orientation, gender identity, living with HIV.
2. Explore practice challenges associated with biases, assumptions, stereotypes and barriers to personal and professional growth.

## Required Content

* Satterly and Ingersoll Chapter 4
* Watch First Two Hours: PBS Video: The Age of AIDS:<https://www.youtube.com/watch?v=fS0OoreV-S4>
* Watch: <https://www.amazon.com/Passing-Victor-Thomas/dp/B01GEVOEGO>

**Module 6** **[Date]**

**Relationships, Love, Attachment, & Intimacy**

This module examines variations of sex and love that exist among and within relationships, which includes sensual communication techniques, and communication about love and intimacy (e.g., conveyed by parents, peers, social media, in-person, online dating, via apps, etc.). Attachment theory, stages of psychosocial development, and sexual anxiety will also be examined.

**Learning Objectives**

1. Define variations of sex and love within relationships, including typical sensual communication techniques, communication about love and intimacy.
2. Examine the role of attachment theory and intimacy, Erickson’s stages of psychosocial development, and sexual anxiety.
3. Discuss the role of online relating, mating, dating, sex, social media, apps, etc.

## Required Content

* Satterly and Ingersoll Chapter 5
* Dodd Chapter 7
* Watch Second Two Hours: PBS Video: The Age of AIDS:<https://www.youtube.com/watch?v=fS0OoreV-S4>
* Listen to Podcast: The Longest Shortest Time, Episode #96: <https://podcasts.apple.com/us/podcast/the-longest-shortest-time/id412457621?i=1000375287773&mt=2>
* Choose one of the recommended videos below

## Recommended Content

* Watch: The Case for Cliteracy <https://www.ted.com/talks/sophia_wallace_a_case_for_cliteracy/transcript?language=en>
* Watch: <https://www.ted.com/talks/esther_perel_the_secret_to_desire_in_a_long_term_relationship?referrer=playlist-sex_ed_for_adults>
* Watch: Is Sex the Glue in Our Relationships? | Gaia Steinberg | TEDxShenkarCollege <https://www.youtube.com/watch?v=qLkG8fFMpF0>

**Module 7** **[Date]**

**Polyamory, Kink, BDSM and Fetishism**

This module examines common paraphilia and atypical sexual behaviors, practices, and relationships including alt sex (e.g., BDSM, kink, polyamory). Discussion will continue pertaining to monitoring for practitioner biases, assumptions, stereotyping, and need for ongoing professional development and consciousness raising.

**Learning Objectives**

1. Explore some of the most common paraphilia and atypical sexual behaviors along with practice interventions.
2. Examine implications of alt sex (e.g., BDSM, kink, fetishism, polyamory, etc.).
3. Discuss personal biases, assumptions and stereotypes as well as raising consciousness about practice with clients related to BDSM, kink and fetishism.

## Required Content

* Watch overview of BDSM for counselors: <https://www.youtube.com/watch?v=hTVZoAPBX6A> (58 min)
* Read Clinical Practice Guidelines for Working with People with Kink Interests (December 2019): <https://6026240d-dd30-4e22-bda4-077ad1584454.filesusr.com/ugd/3cd6ea_bea576f57132462fa80265b4524b702d.pdf>

**Module 8** **[Date]**

**Sexual Orientation**

This module examines clinical practice associated with topics pertaining to sexual orientation, sex, and sexuality, along with exploring coming out processes and the impact upon sexual exploration and identity formation. The role of heterosexism and internalized homophobia upon practitioner skills and development will also be examined. Mezzo and macro implications for practice related to sexual orientation topics within families, schools, the workplace, etc., and other intersectional factors will also be explored.

**Learning Objectives**

1. Examine clinical work related to sexual orientation, sex, and sexuality.
2. Explore correlations with the coming out process and impact upon sexual exploration and identity development.
3. Discuss the role of heterosexism, internalized homophobia, and impact on practitioner development
4. Examine the impact of sexual orientation issues related to working with families and other systems (e.g., schools, workplace, etc.) as well as intersectionality factors (e.g., race/ethnicity, class, socioeconomic status).

## Required Content

* Satterly and Ingersoll Chapter 6
* Dodd Chapter 4
* Read: <https://www.apa.org/topics/lgbtq/sexual-orientation>
* Watch Life Without Sex: What is Asexuality: <https://www.youtube.com/watch?v=hzLrBFNfryA> (10 min)
* Watch The Grapevine: A Conversation with Black LGBTQ Millennials: <https://www.youtube.com/watch?v=mYbek83ZG4U> (47 min)

**Module 9** **[Date]**

**Practice with Transgender, Queer, & Gender Expansive Communities**

This module examines clinical practice associated with topics pertaining to transgender, queer, and gender expansive populations along with exploring coming out processes and the impact upon gender identity formation. The role of transphobia and cissexism upon practitioner skills and development will also be examined. Mezzo and macro implications for practice related to gender identity topics within families, schools, the workplace, etc., and other intersectional factors will also be explored.

**Learning Objectives**

1. Define typical practice challenges and opportunities for practice with trans, non-binary, queer, and gender expansive clients.
2. Explore the evolving diagnostic criteria for Gender Dysphoria in the DSM V.
3. Examine best practices for assisting clients and their families with gender identity issues.
4. Examine the intersectionality of race/ethnicity, class, socioeconomic status and other systems (e.g., school, workplace).

## Required Content

* Satterly and Ingersoll Chapter 7
* Dodd Chapter 5
* Kimmel, Rose, & David: Chapter 2: Trans Aging, pp. 20-35
* Walking While Trans <https://www.youtube.com/watch?v=lS-3ZqdtPvw> (8 min)
* The Gender Tag Project <https://www.youtube.com/watch?v=VjzpRvXNh7Q> (16 min)

**Module 10** **[Date]**

**Trauma, Sexual Abuse, Victimization, DV, and IPV**

This module examines the impact of trauma, intimate partner violence, victimization, and sexual abuse, along with implications for the continued promotion of rape culture, consent factors, and micro, mezzo, and macro practice frameworks. Additionally, client sexual disorders and dysfunctions will also be examined in this module.

**Learning Objectives**

1. Explore the impact of trauma, sexual abuse, victimization, domestic violence and intimate partner violence across the lifespan.
2. Examine the implications for the continued promotion of rape culture, consent, etc.
3. Discuss implications for practice associated with client sexual disorders and dysfunctions.

## Required Content

* Satterly and Ingersoll Chapter 10
* Dodd Chapter 9
* Read: Sexuality and Trauma: Intersections between sexual orientation, sexual functioning, and sexual health <https://www.tandfonline.com/doi/full/10.1080/15299732.2018.1451724>
* Read: The Psychological Consequences of Sexual Trauma <https://vawnet.org/sites/default/files/materials/files/2016-09/AR_PsychConsequences.pdf>
* Listen to: Consent Part 1 (Podcast) <https://www.wbur.org/dearsugar/2019/08/10/consent-part-one>

**Module 11** **[Date]**

**Sex, Spirituality, and Social Work Practice**

This module explores the intersection of sex, sexuality, spirituality, and practice from the lens of three key religions (e.g., Christianity, Judaism, and Islam) as well as other faith-based communities. Practitioner beliefs, assumptions, and stereotypes will also be discussed related to the potential impact upon practice centering upon sex and sexuality topics that intersect with religion and faith with clients.

**Learning Objectives**

1. Discuss the intersection of Christianity, Judaism, and Islam as well as other religious and faith-based communities upon practice with clients and topics associated with sex and sexuality.
2. Explore practitioner beliefs associated with religion and spirituality and the impact upon practice with clients.

## Required Content

* Satterly and Ingersoll Chapter 9
* Watch Spirituality and sexuality: You can have both (Rev. Dr. Brent Hawkes) TEDxToronto. <https://www.youtube.com/watch?v=7NGB5rQKkpM> (14 min)

**Module 12** **[Date]**

**Infertility, Disability, & Special Topics Associated with Sexuality**

This module explores a variety of special topics associated with sex and sexuality such as infertility, PMS, disability, and military sexual trauma. Discussion will also focus upon practice with clients impacted by body image, eating disorders, and the full spectrum of abilities and disabilities.

**Learning Objectives**

1. Discuss special topics associated with infertility, PMS, disability, and military sexual trauma.
2. Examine practice and sex education with people with disabilities (e.g., autism)
3. Explore interactions between body image, eating disorders, and sexuality

## Required Content

* Satterly and Ingersoll Chapter 11
* Dodd Chapter 8
* Watch Birds and the Bees: Teaching Sex Ed to those on Autistic Spectrum: https://asdsexed.org/category/curriculum/my-curriculum-free/adult-human-sexuality-connections/
* Watch The Right to Sexuality: <https://www.youtube.com/watch?v=aPFV4EQ0mgw> (13 min.)
* Watch Every Body: Glamour, dateability, sexuality and disability (Dr. Danielle Sheypuk) TEDxBarnardCollege: <https://www.youtube.com/watch?v=7PwvGfs6Pok-> (16 min.)

## Recommended Content

## Getting Some: Disabled & Sexually Active <https://www.youtube.com/watch?v=-SgqGEX_DOw&t=4s-> (12 min)

**Module 13** **[Date]**

**Pharmaceuticals & Medicalized Disorders**

This module explores variations among sexual dysfunction and gender, as well as causes and treatments, and the overall impact upon a client’s mental health. The role of the pharmaceutical industry will also be discussed pertaining to micro, mezzo, and macro practice efforts.

**Learning Objectives**

1. Explore the variations among sexual dysfunction and gender
2. Examine the various types of sexual dysfunction, causes and treatments and the impact on mental health

## Required Content

* Watch Orgasm Inc.: <https://documentarylovers.com/film/orgasm-inc/> (1 hr. 23 min)
* Watch Ray Moynihan: Sex, Lies and Pharmaceuticals <https://www.youtube.com/watch?v=NU_lDbOJlaY> (23 min.)

**Module 14** **[Date]**

**Course Conclusions and Implications for Practice**

This module will include discussion about implications for ongoing practice pertaining to sex, human sexuality, sexual health, and sex positive practice across micro, mezzo and macro practice frameworks, the need for continued self-awareness and consciousness raising, ongoing training and professional development, as well as advocacy and allyship. Students will present short oral summaries and key learning as a result of completing of their final papers and this course.

**Learning Objectives**

## Discuss key lessons learned this semester

## Examine continued practice implications for sex positive social work across micro, mezzo, and macro practice frameworks.

## Provide an oral summary of learning from completing your final paper

**COURSE FEEDBACK**

You will receive an email communication near the end of this semester from the Academic Dean of the School with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**SYLLABUS REFERENCES**

**Professional Journals**

* AIDS Education & Prevention
* Archives of Sexual Behavior
* Child & Adolescent Social Work Journal
* Child Welfare
* Children in Schools
* Children in Society
* International Journal of Sexual Health
* Journal of Child Sexual Abuse
* Journal of Family Issues
* Journal of Gay & Lesbian Studies
* Journal of Gerontological Social Work
* Journal of Homosexuality
* Journal of Sex & Marital Therapy
* Journal of Sex Research
* Journal of Social Work
* Journal of Social Work & Human Sexuality
* Journal of Youth & Adolescence
* Sexual Abuse: A Journal of Research & Treatment
* Sexuality & Disability

**Websites**

* AARP: <http://www.aarp.org/>
* Centers for Disease Control (CDC): <http://www.cdc.gov/sexualhealth/>
* National Institute of Health (NIH)<http://www.nlm.nih.gov/medlineplus/>
* National Multiple Sclerosis Society: <http://www.nationalmssociety.org>
* Planned Parenthood: <http://www.plannedparenthood.org>
* SAGE (Services and Advocacy for GLBT Elders): <http://www.sageusa.org>
* Sexual Recovery Institute: <http://www.sexualrecovery.com>
* World Health Organization (WHO): <http://www.who.int/topics/sexual_health/en/>

**Supplemental Reading List**

* Seven Weeks to Better Sex, Domeena Renshaw, MD
* Sex At Dawn, Christopher Ryan & Cacilda Jetha
* Mating In Captivity, Esther Perel
* The State of Affairs, Esther Perel
* Partners In Power, Jack Rinella
* The New Topping Book & The New Bottoming Book, Dossie Easton & Janet W. Hardy
* Guide To Getting It On, Paul Joannides
* Hung Jury: Testimonies of Genital Surgery by Transsexual Men, Trystan T. Cotten
* The Ethical Slut: A Practical Guide to Polyamory, Open Relationships & Other Adventures, Dossie Easton & Janet W. Hardy
* Different Loving: The World of Sexual Dominance & Submission, Gloria G. Brame, William D. Brame & Jon Jacobs
* Kimmel, D. Rose, T. & David, S. (2006). *Lesbian, Gay, Bisexual and Transgender Aging: Research and Clinical Perspectives.* NY: Columbia University Press