

**SYLLABUS**  
**Human Sexual Function and Dysfunction, PSYC 433 (Fall 2016)**  
**Tuesdays from 1:00 to 2:30 & Thursdays from 11:30 to 1:00**  
**Humphrey Room 223 (H223)**

**Instructor:** Caroline F. Pukall, PhD, CPsych

**Office hours:** Mondays from 11:30 to 12:30 (or by appointment) in Craine 217

**Contact information:** Phone: 613.533.3200; Email: caroline.pukall@queensu.ca

### **Course Description**

This course will provide students with an overview of common sexual dysfunctions, including prevalence, clinical presentation, and comorbid diagnoses. Particular attention will be paid to assessment and treatment (both therapy and medical management) in sexual dysfunction; in addition, past and current research strategies will be presented and critiqued, with an emphasis on classification difficulties.

### **Course Website and Content**

Course materials (e.g., readings), including the syllabus/course outline, course readings, grading details, and grades will be provided via OnQ.

### **Copyright of Course Materials**

The course material is designed for use as part of Human Sexual Function and Dysfunction (PSYC 433) at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>

### **Readings**

All readings for this course will consist of news articles, journal articles, review articles, or book chapters (for details, see the table below). All students are required to read all the readings assigned for each class BEFORE each class to facilitate, and fully participate in, the discussion.

### **Course Format**

This course meets twice weekly for 1 hour 20 minutes each. Typically, each class will start with a discussion or presentation, after which appropriate, intelligent, respectful, and balanced open discussion is expected. *Participation in presentations and discussions is mandatory.* The balance between discussion/presentations and open discussion will be about 40/60. Students are expected to attend every class and actively participate in the open discussions.

### **Grading Scheme**

1. Two thought papers (10% each): total of 20% (thought paper #1 due by midnight Friday, October 21, 2016; thought paper #2 due by midnight Friday, November 25, 2016)
2. Written blog: 20% (due by midnight Friday, November 4, 2016)
3. Participation and attendance: 20%
4. Oral presentation: 40%

NOTE: There is **no opportunity** for extra credit/make-up work.

### Description of Assignments/Expectations

1. *Two thought papers on any topic related to the course material or discussions (10% each): 20%* Thought papers should be no more than 3 double-spaced pages (Times New Roman, 12-point font, page numbers in upper right hand corner) based on any topic discussed or read about in class, or current sexuality-related topics appearing in media. The aim of a thought paper is not to merely summarize factual information on a topic, but rather, for me to hear about your thoughts about things like the pros and cons of an issue, your critique of an issue, and questions that are raised by an issue that extend outside of the issue at hand, etc. No outside research is needed for these papers; you can draw upon any already amassed knowledge you have from other courses (including 333/433), media (including social media), societal and other influences that you think are at play, and/or discussions you have had within yourself and/or with others. Any references that you cite should be listed at the end of the paper, and not cited in text. Each thought paper will be marked according to the following scheme: 0 (poor, or not submitted), 2 (fair), 4 (good), 6 (very good), 8 (excellent), or 10 (exceptional). Please **email** Dr. Pukall your thought papers as a Word document (preferred) or PDF. One is due by midnight Friday October 21, 2016, and the second is due by midnight Friday November 25, 2016.

#### Grading key (on 10)

0	Poor (or not submitted): Topic chosen is not appropriate AND thoughts are not well developed/are not clear
2	Fair: Topic chosen is not appropriate, and thoughts are somewhat developed/clear OR Topic chosen is appropriate, but thoughts are not well developed/are not clear
4	Good: Thought paper reflects limited introspection/perspective on an appropriate topic
6	Very Good: Thought paper reflects some introspection/perspective on an appropriate topic
8	Excellent: Thought paper reflects well developed introspection/perspective on an appropriate topic
10	Exceptional: Thought paper reflects highly well developed introspection/perspective on an appropriate topic

2. *Written blog (20%).* The blog can be written on any topic related to sexuality (and there are many!), but the content of the blog needs to be grounded in research, not simply a personal account or personal feelings about an issue (recall that this is what the thought papers are about). The blog needs to highlight an important issue in sexuality/sexual health research (e.g., female genital mutilation, male circumcision, Viagra for women, post-partum sexual function) and highlight pros and cons of that issue, yet be written in a reader-friendly way (see: <http://blog.sexlab.ca> for examples) and ending with a “big picture” section that highlights the issue in a larger perspective. The blog should be a maximum of 4 pages double-spaced (Times New Roman, 12-point font, page numbers in upper right hand corner), not including references, tables/appendices/figures, etc. References that you cite should be listed at the end of the paper as well as cited in text at the appropriate place. The blog is due at any point during the term up to Friday November 4, 2016 at midnight. Please **email** Dr. Pukall your blog as a Word document (preferred) or PDF. If your blog is particularly unique and timely, Dr. Pukall may be in touch with you to obtain your permission to edit and post it on her website!

#### Grading key (on 20)

0-5	Poorly written/referenced; content is not based on research; not written in a way that is intended for the public; no/little big picture ending
6-10	Topic is ok; poor use of existing research literature; not written in a way that is intended for the public; no/little big picture ending
10-13	Good topic; too much information is presented so the content is confusing; not written in a way that is intended for the public; no/little big picture ending
14-16	Great topic; content is based on the research literature; written in a way that is intended for the public; no/little big picture ending but big picture message at end is missing/not complete/lacking in integration
17-20	Excellent topic; content is based on the research literature; written in a way that is intended for the public; big picture message at end is integrated and fully supported

3. *Participation and attendance (20%)*. The success of this class rests on the active participation and attendance of all students. Attendance will be taken and students will be required to notify the instructor with an appropriate reason in advance if they will be absent. Students who are absent without reason/notification will receive a 0 for participation/attendance that day, whereas those students who are absent with reason/notification will not be graded for that class. During class, each student is expected to participate, that is, to contribute to the discussion by asking questions, summarizing main points of the assigned readings, offering insight or information about a relevant topic learned from outside the context of the class, etc. Dr. Pukall will log who contributes during class time with quality content (e.g., not just simply agreeing with a point or repeating the content of the readings). Students are discouraged from drawing from personal experience or providing anecdotal evidence when discussing topics. Students who find it difficult to engage with class discussion are welcome to prepare their comments in advance and read them out loud, or to email them in advance of/after the class to Dr. Pukall (on the same day as class). This way, participation can still be graded even if there is not enough time in class to get to all students who want to share their thoughts, if students are highly socially anxious, etc.

#### Grading key (on 20)

0-5	Poor participation (missing several classes without advance warning to the instructor, little verbal or written participation when in class)
6-10	Fair participation (attending and contributing to most classes, but contributing with summaries/basic questions/personal information)
10-13	Good participation (attending and contributing in most classes, but about half of the contributions are summaries/basic questions/personal information)
14-16	Great participation (attending and contributing in almost all classes, and most of the contributions go beyond summaries/basic questions/personal information to demonstrate thinking on a larger scale)
17-20	Excellent participation (attending and contributing in all classes, and almost all of the contributions go beyond summaries/basic questions/personal information to demonstrate thinking on a larger scale)

4. *Presentation (40%)*. Each student will give an oral presentation on a single reading listed on the course outline table below. Presentations will be a maximum of 10 minutes long. You will be timed and will lose marks for going over time; as well, you will lose marks on your presentation as whole since only the portion presented in the 10-minute timeframe will be graded. After the presentation, your understanding of the material will be further assessed when you ask the students in the class whether they have any questions about the article/presentation. Presenters will then lead the discussion with 2 discussion questions of their own, and will also be graded on the quality of those questions and how you interact during the resulting discussion. Presenters must be in class on their scheduled date or they will receive a ZERO for their presentation. Please email me your presentation (Prezi link, PPT, PPTx, PDF) before you present. You may use your own device to present; I will bring my laptop and adaptor to each class in case you need to use it (another reason to email me your presentation before the class starts!).

#### Presentation Grading Key (on 40)

##### A. Clarity/organization of PowerPoint/Prezi/etc. presentation: (/5)

1	Not clear at all, poorly organized slides (e.g., irrelevant information included)
2	Inadequate clarity (e.g., dense slides, missing information, too much information, distracting graphics/animation)
3	Good presentation, but important information is presented in a confusing way
4	Clear presentation that reflects the structure of the article
5	Excellent use of PowerPoint, professional quality of presentation, and the content of the presentation goes beyond the content of the article

*B. Clarity of oral presentation: (/5)*

1	Not clear at all, poor oration
2	Inadequate clarity (speaking too quickly, lack of balance with slides)
3	Good presentation, but reading from slides too much, lack of eye contact, and/or important information is presented in a confusing manner
4	Clear presentation that reflects the structure of the article
5	Excellent oration (dynamic, well timed, engaging, main points presented in a clear manner without missing information)

*C. Presentation of data and results: (/5)*

1	Not clear at all or missing
2	Poor presentation (not explaining axes, rushed, unclear, overcomplicated)
3	Good presentation, but important information is presented in a confusing manner and/or presented data as a list of points
4	Clear presentation that reflected the structure of the data/results from the article, and results presented in non-text format
5	Excellent depiction (synthesized information from article, presented results in non-text format)

*D. Accuracy (/5)*

1	Misrepresentation of an important point, or several inaccuracies
2	A few minor content inaccuracies, or sloppiness (e.g., undefined terms)
3	Accurate, with a few inaccuracies (i.e., typos AND minor content inaccuracies)
4	Accurate, with no typos OR with few content inaccuracies
5	Accurate, with no typos or inaccuracies

*E. Timing (/5)*

1	12 or more minutes long
2	11-12 minutes long
3	10-11 minutes long
4	Less than or at 10 minutes, with adequate coverage of each section of the article
5	Less than or at 10 minutes, with well-balanced coverage of each section of the article

*F. Comprehension of material; assessed when presenter asks students if they have any general questions after the presentation (/5)*

1	Did not seem to understand the material
2	Seemed to understand some of the material
3	Seemed to understand most of the material
4	Clearly understood all of the material
5	Clearly understood all of the material and integrated content with other readings on topic

*G. Quality of questions (/5)*

1	No questions
2	Both questions are either not relevant or are too specific
3	One question is either not relevant or is too specific
4	Both questions are based on the article and are specific to the study itself
5	Both questions are based on the article but ask about larger issues (e.g., what do you think would happen if the study were done in same-sex couples?)

*H. Discussion (/5)*

1	Led discussion poorly, unprepared (e.g., no questions prepared, unable to expand on dialogue, major content inaccuracies)
2	Led discussion adequately (e.g., questions were basic, limited expansion of dialogue, some content inaccuracies)
3	Led discussion well but content of discussion/questions reflected minor inaccuracies

4	Solid discussion led
5	Excellent discussion led, citing work from other articles to answer questions of high quality

### Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to the Queen's Official Grade Conversion Scale (see below).

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

### Course outline

Date	Lecture Topic	Background reading/s to set the stage (for all students) <b>**may include media reports not specified below**</b>	Discussion format	Articles to be presented (all students <i>should</i> read)
Tuesday Sept 13, 2016	Introduction to the course		N/A	N/A
The basics of sex research				
Thursday Sept 15, 2016	Human genital anatomy and sexual response	Pukall & Wassersug, 2014	Movie: <i>Boob Envy (2007)</i> and open discussion	
Tuesday Sept 20, 2016	Gender differences and similarities in sexuality	Petersen & Hyde, 2010  Alexander & Fisher, 2003	Open discussion	
Thursday Sept 22, 2016	Measuring sexual arousal in the laboratory	Kukkonen et al., 2014	Presentation and moderated discussion by presenters	Sarin et al., 2014  Waxman & Pukall, 2009

Tuesday Sept 27, 2016	Measuring orgasm	Mah & Binik, 2002	Presentation and moderated discussion by presenters	Mah & Binik, 2001 King et al., 2011
The basics of sexuality and influences on relationships				
Thursday Sept 29, 2016	Virginity		Presentation and moderated discussion by presenters	Carpenter, 2001 Averett et al., 2014
Tuesday Oct 4, 2016	Savage Love podcast "cases"		Small group discussions followed by open discussion	
Thursday Oct 6, 2016	First sexual intercourse		Presentation and moderated discussion by presenters	Reissing et al., 2012 Higgins et al., 2010
Tuesday Oct 11, 2016	Sexual relationships	Morton & Gorzalka, 2015	Presentation and moderated discussion by presenters	Wentland & Reissing, 2011  Wentland & Reissing, 2014
Thursday Oct 13, 2016	Influence of technology on relationships		Movie: <i>Revenge Porn (2016)</i> and open discussion	
Influences on sexuality, relationships, self identity...				
Tuesday Oct 18, 2016	Asexuality	Van Houdenhove et al., 2014	Presentation and moderated discussion by presenters	Yule et al., 2014 Brotto & Yule, 2011
Thursday Oct 20, 2016	Trans* identities	Dargie et al., 2014	Movie: <i>Transforming Gender (2015)</i> and open discussion	
Friday Oct 21, 2016	Thought paper #1 due by midnight			
Tuesday Oct 25, 2016	Trans* identities	Readings on onQ	Guest speaker: Dan Vena Open discussion	
Thursday Oct 27, 2016	Pornography	Short et al., 2012	Movie: <i>Porndemic (2009)</i> and open discussion	
Tuesday Nov 1, 2016	The effect of pornography on relationships		Presentation and moderated discussion by presenters	Albright, 2008 Lambert et al., 2012
Thursday Nov 3, 2016	Male circumcision (and the fallout from working in this area)	Bossio et al., 2014	Presentation and moderated discussion by presenters	Bossio et al., 2016

Friday Nov 4, 2016	Blog due by midnight			
Sexual dysfunctions				
Tuesday Nov 8, 2016	Low desire in men and women	Brotto, 2010 Brotto, 2010a	Presentation and moderated discussion by presenters	DeRogatis et al., 2012  Maserejian et al., 2010
Thursday Nov 10, 2016	Arousal issues in men: Erectile disorder	Zilbergeld, 1999	Presentation and moderated discussion by presenters	Fisher et al., 2009
Tuesday Nov 15, 2016	Orgasmic issues in men: premature (early) ejaculation	Polonsky, 2010	Presentation and moderated discussion by presenters	Waldinger et al., 2005  Burri et al., 2014
Thursday Nov 17, 2016	Savage Love podcast "cases"		Small group discussions followed by open discussion	
Tuesday Nov 22, 2016	Genito-pelvic pain/penetration disorder: "Vaginismus"	Lahaie et al., 2010	Presentation and moderated discussion by presenters	Cherner & Reissing, 2013  ter Kuile et al., 2015
Thursday Nov 24, 2016	Genito-pelvic pain/penetration disorder: Vulvar pain in women	Bornstein et al., 2016 Pukall et al., 2016 Goldstein et al., 2016	Presentation and moderated discussion by presenters	Boyer & Pukall, 2014  Smith & Pukall, 2014
Friday Nov 25, 2016	Thought paper #2 due by midnight			
Tuesday Nov 29, 2016	Persistent genital arousal disorder	Jackowich, Pink, Gordon, & Pukall, in press	Presentation and moderated discussion by presenters	Leiblum et al., 2007  Carvalho et al., 2015
Thursday Dec 1, 2016	TBA			

### Missed Assignment/Late Policy

Please email me as soon as possible once you know that you will submit an assignment late. In order for me to grant any extensions, official documentation must be provided. Failure to abide by this policy will result in a grade of ZERO for the missed/late assignment.

### Accommodation After the Fact

Once a student has submitted an assignment, they may not subsequently be granted accommodation such as being offered a second opportunity to write assignment or have it count for less than originally specified in the course syllabus (re-weighted). Students who cannot perform to the best of their abilities due to a serious, extenuating circumstance **must inform their instructor before attempting an assignment or completing a course** to arrange appropriate accommodation. Appeals to change a grade after the fact must be made to the Associate Dean (Studies) and will only be supported by the Department in exceptional circumstances.

### **Academic Integrity**

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

In this course (PSYC 433), departures from academic integrity will result in a grade of **ZERO** for the assignment/s on which the departure occurred.

### **Accessibility Statement**

Queen's University is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. The course content for PSYC433 is available in an accessible format or with appropriate communication supports upon request. Please contact the instructor of this course for more information.

### **Accommodations Statement**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:

<http://www.queensu.ca/studentwellness/accessibility-services/>