

SYLLABUS

Human Sexual Function and Dysfunction, PSYC 433 (Winter 2021)

Mondays from 1:00 to 2:30 & Wednesdays from 11:30 to 1:00
(synchronous online course, attendance is mandatory unless otherwise specified)

Instructor: Caroline F. Pukall, PhD, CPsych (she/her)

Office hours: Mondays after class till 3:00 PM on Zoom, or by appointment

Contact information: caroline.pukall@queensu.ca (please include PSYC 433 in subject line)

Acknowledgement of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and which continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

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.

Intended Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe the benefits and drawbacks of classification systems and diagnoses for sexual dysfunctions and gender dysphoria, different models of sexual response, and treatments for sexual dysfunctions.
- Critically review and evaluate sexuality research and clinical practice guidelines.
- Engage with sexuality research content and translate this content into accurate, engaging, and educational materials geared towards members of the public.
- Integrate information from different sources of sexuality research into effective, accurate, respectful, inclusive, and engaging presentations and discussions.
- Reflect on assumptions, expectations, and scripts related to sexuality.

Course Website and Content

Course materials (e.g., readings), including the syllabus/course outline, course readings, assessment details, and grades will be provided via onQ. Please post any course-relevant questions that you have about course content from the classes, assignments, or readings on onQ (Communications → Discussions → Course-Related Questions) so that others who have similar questions can benefit from the communication.

Course Materials

There is no textbook for this class. Materials for this course will consist of journal articles, review articles, book chapters, or other materials (e.g., zines, podcasts; for details, see the table called "Course Materials and Timeline" below). All students are required to engage with the materials listed for each class BEFORE each class to facilitate, and fully participate in, the discussion.

Copyright of Course Materials

Course materials created by the course instructor, including the syllabus, all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights. Find out more about copyright at: <http://library.queensu.ca/copyright>

Course Format

This course is synchronous, meaning that the times listed on the first page are the times that the course is held "live" but remotely. The class meets virtually twice weekly for 1 hour 20 minutes each via Zoom. Typically, each class will start with a discussion led by the instructor or a presentation by a student, after which appropriate, intelligent, respectful, and balanced open discussion is expected. Students are expected to attend all/most classes and actively participate in the open discussions in some manner during class, via onQ, etc.). Please see Participation section below for more information.

Assessment of Learning Outcomes

| ASSESSMENT ITEM | GRADE ALLOTMENT | DEADLINE* |
|--|--|---|
| PARTICIPATION AND ATTENDANCE | 20% | Throughout the term |
| REFLECTION PAPERS (2) | 5% each, total of 10% Submitted via onQ | Paper 1: Feb 12, 2021 at 11:55 PM Paper 2: April 2, 2021 at 11:55 PM |
| BLOG | 20% Submitted via onQ | March 5, 2021 at 11:55 PM |
| PRESS RELEASE | 20% Submitted via onQ | March 19, 2021 at 11:55 PM |
| INDIVIDUAL PRESENTATION AND DISCUSSION | 30% In class | Chosen dates in Weeks 5-12 |

See the Appendix for details regarding the assignments (e.g., formatting) and grading rubrics.

**For the reflection papers, blog, and press release, students automatically have until Sunday 11:55 PM to submit their assignments without penalty in case extra time is needed (no documentation is needed to meet this later deadline – this is an automatic extension for all who need it, no questions asked and no penalties applied). Submissions after this deadline, however, will be subject to late penalty unless documentation is provided.*

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

Participation and Assignments (see the Appendix for more detailed information)

Participation and attendance: Class attendance is mandatory, as is participation in presentations and discussions. Participation can occur during the class via verbal or written comments in the Zoom chat, or via onQ given that some of you may not get a chance to contribute during class time, may need more time to process the content, may not feel comfortable participating during class time, etc. For a variety of reasons, the classes will NOT be recorded.

Reflection papers: Students will submit two reflection papers on topics related to the course material. These reflection papers are for you to privately communicate your reactions, synthesis, and questions about a topic or topics that have made an impression on you in some way.

Blog: Students will submit a blog on a topic related to the course material that is based on research but

presented in a manner that is easily read and understood by the public. The blog can take the form of a debate (as in PSYC 333) or not.

Press release: Students will pick a research article related to the course content and write a newspaper report summarizing the article in a way that is easily understood by members of the public but also represents the content of the article in an accurate manner.

Individual presentation and discussion: Students will select their own presentation topic related to the course material and give a 12-minute presentation (could be synchronous, asynchronous [in the form of a videocast, podcast, poster presentation, infographic presentation – be as creative as you wish!]) and lead a 15-minute discussion (either live after the presentation, or on an onQ Chat after the presentation in class) with 2-3 questions to stimulate engagement. Please email me as soon as possible (**deadline: Feb 5, 2021**) with your topic (since only one student can present on a particular topic), a list of at least 5 articles that will form the basis of your presentation, and one reading or activity/exercise (a review article, a podcast, a TED talk) for students in the class to complete in preparation for your presentation. Once I approve the proposal, students can pick their presentation slot out of a range of times offered.

| Course Timeline | | | | |
|-----------------|----------------------------------|--|---|---|
| WEEK | DATE | TOPIC | REQUIRED MATERIAL | OPTIONAL MATERIAL |
| Week 1 | Monday January 11, 2021 | Introduction to the course | None. | Hall, K., & Graham, C. (2013). Introduction. |
| | Wednesday January 13, 2021 | What is sexuality? | | Hall, K. S. K., & Graham, C. (2020). The privileging of pleasure. |
| | | Sexual identity and gender/sex diversity and inclusion | Ted Talk (6 minutes), Jackson Bird: How to Talk (and Listen) to Transgender People | Discover Magazine, Untangling Gender and Sex in Humans |
| | | | Ted Talk (14 minutes), Susannah Temko: What it Means to be Intersex and How the False Sex Binary Harms us all | Bogaert, A. F. (2015). Asexuality: What it is and why it matters |
| | | | Suen L. W., et al. (2020). What sexual and gender minority people want researchers to know about sexual orientation and gender identity questions: A qualitative study. | Rosenberg, S., et al. (2019). “I couldn’t imagine my life without it.” Australian trans women’s experiences of sexuality, intimacy, and gender-affirming hormone therapy. |
| Week 2 | Monday January 18, 2021 | Sexual and sex/gender minorities and gender/sex differences and | van Anders, S. M. (2015). Beyond sexual orientation: Integrating gender/sex and diverse sexualities via Sexual Configurations Theory. | Petersen, J. L. & Hyde, J. S. (2010). A meta-analytic review of research on gender differences in sexuality, 1993-2007. |

| | | | | |
|---------------|----------------------------------|--|---|--|
| | | similarities in sexuality | <p>SCT Zine (available on onQ and here).</p> <p>Abed E. C., et al. (2019). Sexual and gender diversity among sexual and gender/sex majorities: Insights via Sexual Configurations Theory.</p> | <p>SCT gender/sex sexuality video (13 minutes)</p> <p>SCT partner number sexuality video (10 minutes)</p> <p>SCT individual gender/sex video (12 minutes)</p> |
| | Wednesday January 20, 2021 | What is the DSM-5 and what are the DSM-5 sexual dysfunctions? | <p>Greco, M. (2016). What is the DSM? Diagnostic manual, cultural icon, political battleground: An overview with suggestions for a critical research agenda.</p> <p>Duschinsky R., & Mottier, V. (2016). The DSM-5 as political battleground: Gender identities, sexual norms, and female desire.</p> <p>PDF document of DSM-5 diagnoses (sexual dysfunctions and gender dysphoria)</p> <p>Pukall, C. F., & Bergeron, S. (in press). Sexual dysfunctions. [chapter]</p> | <p>Graham, C. (2016). Reconceptualising women's sexual desire and arousal in DSM-5.</p> <p>Connaughton, C., et al. (2016). Conceptualization of the sexual response models in men: Are there differences between sexually functional and dysfunctional men?</p> <p>Buby, D. M., et al. (2020). Challenging the standard model of sexual response: Evidence of a variable male sexual response cycle.</p> <p>Giles, K. R. & McCabe, M. P. (2009). Conceptualizing women's sexual function: Linear vs. circular models of sexual response.</p> |
| Week 3 | Monday January 25, 2021 | Other sexual dysfunctions, Part I | <p>Bala, A., et al. (2017). Post-SSRI sexual dysfunction: A literature review.</p> <p>Browse the PSSD Canada and RxISK websites.</p> <p>Nguyen, H. M. T., et al. (2018). Post-orgasmic illness syndrome: A review.</p> | <p>Blog on PSSD</p> <p>Rothmore, J. (2020). Antidepressant-induced sexual dysfunction.</p> |
| | Wednesday January 27, 2021 | Other sexual dysfunctions, Part II | <p>Chadwick, S. B., Francisco, M., & van Anders, S. M. (2019). When orgasms do not equal pleasure: Accounts of "bad" orgasm experiences during consensual sexual encounters.</p> | <p>Jackowich R. A. & Pukall, C. F. (2020). Persistent genital arousal disorder: A biopsychosocial framework.</p> |

| | | | | |
|---------------|----------------------------------|--|--|---|
| | | | <p>Meston, C. M., & Stanton, A. M. (2019). Understanding sexual arousal and subjective-genital desynchrony in women.</p> <p>Pukall, C. F. & Goldmeier, D. (2020). Persistent genital arousal disorder. [chapter]</p> <p>Bodies podcast (32 minutes): Uncontrollable Orgasms (a personal story about living with persistent genital arousal disorder: content warning – distress, suicidal ideation, stigma, rejection)</p> | |
| Week 4 | Monday February 1, 2021 | Treatments for sexual dysfunctions: Part I | <p>Frühauf, S., et al. (2013). Efficacy of psychological interventions for sexual dysfunction: A systematic review and meta-analysis.</p> <p>Weinberger, J. M., et al. (2019). Female sexual dysfunction: A systematic review of outcomes across various treatment modalities.</p> <p>Jaderek, I., & Lew-Starowicz, M. (2019). A systematic review on mindfulness meditation-based interventions for sexual dysfunctions.</p> | Kleinplatz, P. J. (2018). History of the treatment of female sexual dysfunction(s). |
| | Wednesday February 3, 2021 | Treatments for sexual dysfunctions: Part II | <p>Berner, M., & Günzler, C. (2012). Efficacy of psychosocial interventions in men and women with sexual dysfunctions—A systematic review of controlled clinical trials. Part 1—The efficacy of psychosocial interventions for male sexual dysfunction.</p> <p>Günzler, C., & Berner, M. (2012). Efficacy of psychosocial interventions in men and women with sexual dysfunctions—A systematic</p> | |

| | | | | |
|---|-----------------------------------|--|--|--|
| | | | review of controlled clinical trials. Part 1—The efficacy of psychosocial interventions for female sexual dysfunction. | |
| Week 5 | Monday February 8, 2021 | Clinical cases | Check onQ | |
| | Wednesday February 10, 2021 | Presentation 01 Presentation 02 | Material from student presenters | |
| Reflection Paper 1 due Feb 12 at 11:55 PM (automatic extension until Feb 14 at 11:55 PM) | | | | |
| Reading week, no class: February 15-19, 2021 | | | | |
| Week 6 | Monday February 22, 2021 | Presentation 03 Presentation 04 | Material from student presenters | |
| | Wednesday February 24, 2021 | Presentation 05 Presentation 06 | Material from student presenters | |
| Week 7 | Monday March 1, 2021 | Presentation 07 Presentation 08 | Material from student presenters | |
| | Wednesday March 3, 2021 | Presentation 09 Presentation 10 | Material from student presenters | |
| Blog due March 5 at 11:55 PM (automatic extension until March 7 at 11:55 PM) | | | | |
| Week 8 | Monday March 8, 2021 | Presentation 11 Presentation 12 | Material from student presenters | |
| | Wednesday March 10, 2021 | Presentation 13 Presentation 14 | Material from student presenters | |
| Week 9 | Monday March 15, 2021 | Presentation 15 Presentation 16 | Material from student presenters | |
| | Wednesday March 17, 2021 | Presentation 17 Presentation 18 | Material from student presenters | |
| Press release due March 19 at 11:55 PM (automatic extension until March 21 at 11:55 PM) | | | | |
| Week 10 | Monday March 22, 2021 | Presentation 19 Presentation 20 | Material from student presenters | |
| | Wednesday March 24, 2021 | Presentation 21 Presentation 21 | Material from student presenters | |
| Week 11 | Monday March 29, 2021 | Presentation 23 Presentation 24 | Material from student presenters | |

| | | | | |
|---|--------------------------------|------------------------|------------------------------------|-----|
| | Wednesday March 31, 2021 | Presentation 25 | Material from student presenter | |
| Reflection Paper 2 due April 2 at 11:55 PM (automatic extension until April 4 at 11:55 PM) | | | | |
| Week 12 | Monday April 5, 2021 | Class cancelled | N/A | N/A |
| | Wednesday April 7, 2021 | Wrap-up | N/A | N/A |
| | | | | |

Technology: Software Requirements

OnQ performs best with using the most recent version of the web browsers, Chrome or Firefox. The use of Safari and Edge are strongly discouraged, as these web browsers are known to cause issues with onQ. Although wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your Internet speed, go to <http://www.speedtest.net/>. For technology support ranging from setting up your device, to issues with onQ, to installing software, contact the ITS Support Centre at <https://www.queensu.ca/its/itsc>.

Privacy: Turnitin

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Grading Scheme and 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:

| 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 |

Missed Assignment/Class and Late Policy

Please email me as soon as possible once you know that you will submit an assignment late or miss a class. In order for me to grant any extensions for assignments, official documentation must be provided. Failure to abide by this policy will result in a grade of ZERO for the missed/late assignment. If an assignment is handed in late without documentation, 20% of the grade will be deducted per day late. You are able to miss one class without penalty, but if you miss more than one class, please ensure that you submit documentation to your home faculty portal (or email me, if necessary) in order to avoid penalties.

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

The following statement on academic integrity builds on a definition approved by the Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see 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 and their behaviour 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 <https://www.queensu.ca/artsci/students-at-queens/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.

Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

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.

Below are some common examples of departures of academic integrity:

| | |
|--|--|
| <p>Plagiarism (Presenting another's ideas or phrasings as one's own without proper acknowledgement)</p> | <p>Copying and pasting from the Internet, a printed source, or other resource without proper acknowledgement</p> <p>Copying from another student</p> <p>Using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement or putting things in your own words sufficiently</p> <p>Submitting the same piece of work in more than one course without the permission of the instructor(s)</p> |
| <p>Use of unauthorized materials</p> | <p>Possessing or using unauthorized study materials or aids during a test</p> <p>Copying from another's paper</p> <p>Unauthorized removal of materials from the library, or deliberate concealment of library materials</p> |
| <p>Facilitation</p> | <p>Making information available to another student</p> <p>Knowingly allowing one's essay or assignment to be copied by someone else</p> <p>Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism</p> |
| <p>Forgery (Submitting counterfeit documents or statements)</p> | <p>Creating a transcript or other official document</p> |
| <p>Falsification (Misrepresentation of one's self,</p> | <p>Altering transcripts or other official documents</p> |

| | |
|--|--|
| one's work, or one's relation to the University) | relating to student records Impersonating someone in an examination or test Submitting a take-home examination written, in whole or in part, by someone else |
|--|--|

Accessibility

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 PSYC 433 is available in an accessible format or with appropriate communication supports upon request. Please contact the instructor of this course for more information.

Accommodations for Disabilities

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. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Considerations for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Caroline Pukall

Instructor/Coordinator email address: caroline.pukall@queensu.ca

Student Code of Conduct, Misconduct, and Harassment/Discrimination information

All individuals related to this course, including the students, teaching assistant (if applicable), guest lecturers (if applicable), and instructor are expected to engage in respectful behavior during in-person, online, and other interactions. Please see the Student Code of Conduct

(<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/board/StudentCodeOfConduct.pdf>), and Academic Regulation 17 (Misconduct in an Academic or Non-Academic Setting), that will apply to unacceptable behavior.