

PSYC 433: Human Sexual Function and Dysfunction (Winter 2015)

Instructor: Caroline F. Pukall, PhD

Class hours: Tuesdays from 1:00 to 2:30 & Thursdays from 11:30 to 1:00

Class location: Humphrey Room 223 (H223)

Office hours: Tuesdays from 12:00 to 1:00 in Craine 217

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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 readings, grading details document, and grades will be provided via Moodle**. To log in, go to <https://moodle.queensu.ca> Please post any questions that you have about course content from the lectures or textbook/readings on Moodle.

***Please note* that the material on this website is copyrighted and is for the sole use of students registered in PSYC 433. The material on this website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC 433. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Readings

All readings for this course will consist of journal articles, review articles, or book chapters (for details, see the course syllabus 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 time. Typically, each class will start with a lecture or presentation, after which appropriate, intelligent, respectful, and balanced discussion is expected. *Participation in presentations and discussions is mandatory.* The balance between lecture/presentations and discussion will be about 40/60. Students are expected to attend every class and actively participate in the discussions.

Evaluation

1. Anonymous discussion questions: 10%
2. Participation and attendance: 20%
3. Written debate blog: 10%
4. Presentation: 30%
5. Research proposal: 30%

Please note that there is *no opportunity* for extra credit or make-up work in this course.

Description of Assignments/Expectations

1. *Anonymous discussion questions (10%)*. Twice during the term, each student will be asked to submit 2-3 discussion questions on an article for a particular class, for a total of 5 questions from each student. Two questions are expected for articles that are being presented by fellow students, and 3 questions are expected for articles that are required reading for all students. Please submit questions to Dr. Pukall via

email by 7 PM on the day before the scheduled class. Dr. Pukall will present the class with the questions after the lecture/presentation in order to stimulate discussion. Note that students will be randomly assigned to articles for their questions, and there will be no revealing of who asked the questions at any point in the course. These questions should be as substantive as possible and make a real attempt to tie the course material into other aspects of psychology (e.g., research methods, clinical implications, theoretical debates). Articles for which discussion questions are required are indicated with an asterisk in the course syllabus table below. Late (or lack of) submissions will receive a ZERO.

2. *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 strongly discouraged from drawing from personal experience or providing anecdotal evidence when discussing research topics. Students who find it difficult to engage with class discussion are welcome to prepare their comments in advance.

3. *Written debate blog (10%)*. The debate blog can be written on any argue-worthy topic related to sexuality (and there are many!), but the content of the blog and the ‘sides’ of the debate need to be grounded in research, not simply a personal account or personal feelings about an issue. The blog needs to highlight an important issue in sexuality/sexual health research (e.g., female genital mutilation, male circumcision, genital piercings, Viagra for women, post-partum function), justify why this debate is important, show both sides of the debate, and end with a big picture summary. Remember, it cannot include personal content related to one’s own sexuality. 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. The blog is due at any point during the term up to Thursday March 12, 2015 at midnight. Please email Dr. Pukall your blog.

4. *Presentation (30%)*. Each student will give an oral presentation on a single reading listed on the course syllabus table below. Presentations will be a maximum of 10 minutes long. Presenters will also lead the discussion with 1 discussion question of their own. Presenters are welcome to submit an outline to Dr. Pukall at least one week prior to the date of their presentation for feedback; this outline is not required and it will not be graded. After the presentation and discussion, Dr. Pukall will raise several discussion questions (which will have been anonymously submitted by other students in most cases) to stimulate dialogue. Presenters must be in class on their scheduled date or they will receive a ZERO for their presentation.

5. *Research proposal (30%)*. You will submit an original proposal for research on any aspect of sexuality. Students may submit a proposal outline by Feb 12th, 2015. If submitted, this outline will not be graded, but feedback will be provided to students to guide the development of the research question/s and focus on methods to test the stated hypotheses. The page limit for the proposal is 10 pages (double spaced, Times New Roman, 12 point font, page numbers in upper right hand corner), not counting references, images, figures, tables, or appendices. All formatting should be done according to the current APA guidelines. Please submit your proposals to Dr. Pukall via email before midnight on March 31, 2015. Note that late submissions lose 10% per day late, with exceptions for compassionate reasons supported by documentation. See the ‘assignment and grading details’ document on Moodle for complete information on structure, etc. Briefly, your research proposal must include the following components:

- ❖ An introduction to your topic and a literature review. The literature review must be relevant, accurate, complete, and current.
- ❖ An original research question/s based on your readings.
- ❖ Your hypotheses for the research question, and the rationale for your hypotheses.
- ❖ A description of the methodology (including statistical analyses) that you would use to test your hypotheses.
- ❖ A discussion of the value of your research question, and its potential implications (e.g., for policy, clinical practice).
- ❖ Note that citations must be used to substantiate presentations of ideas and issues. The paper must have a clear sense of direction in terms of the introduction, purpose, methodology, and implications. The paper must also be organized into clear sections demarcated with headings and paragraph divisions. As well, the writing style must be formal and scientific; correct grammar, spelling, and punctuation must be used, and APA formatting must be used.

Your research proposal can be based on any area within the sexuality literature. The topic is up to you. Please keep in mind that the research question you propose in your paper must be based on your own ideas. Feel free to make an appointment with me or attend my office hours after you have an initial idea about your research question and/or if you need help with how to structure your paper.

Course Syllabus Table

Date	Lecture Topic	Readings for all students	Readings for presenters
Tuesday January 6, 2015	Introduction to the course, and assign presenters and question providers		
Thursday January 8, 2015	Politics of sex research	Poole et al., 2004 Bancroft, 2004	
Tuesday January 13, 2015	Human genital anatomy and sexual response	Pukall & Wassersug, 2014	*Sand & Fisher, 2007 *Dunn & Trost, 1989
Thursday January 15, 2015	Gender differences and similarities in sexuality	*Petersen & Hyde, 2010 *Shaughnessy et al., 2011	*Hyde, 2005 *Alexander & Fisher, 2003
Tuesday January 20, 2015	Measuring sexual arousal in the laboratory	*Chivers et al., 2010 *Kukkonen, 2014	*Sarin et al., 2014 *Waxman & Pukall, 2009
Thursday January 22, 2015	Measuring orgasm	*Mah & Binik, 2001 *Cooper et al., 2014	*Mah & Binik, 2002 *King et al., 2011
Tuesday January 27, 2015	Virginity	*Averett et al., 2014	*Carpenter, 2001 *Sprecher & Regan, 1996
Thursday January 29, 2015	First sexual intercourse	*Pinquart, 2010	*Reissing et al., 2012 *Higgins et al., 2010

Tuesday February 3, 2015	Sexual relationships	*Morton & Gorzalka, 2015	*Wentland & Reissing, 2011 *Wentland & Reissing, 2014
Thursday February 5, 2015	Sexual consent and compliance	*Vannier & O'Sullivan, 2010 *Conroy et al., 2014	
Tuesday February 10, 2015	The effect of pornography on relationships	*Short et al., 2012	*Albright, 2008 *Lambert et al., 2012
Thursday February 12, 2015	Asexuality	*Van Houdenhove et al., 2014 Yule et al., 2014 (scale)	*Yule et al., 2014a *Brotto & Yule, 2011
February 16-20, 2015	Reading week		
Tuesday February 24, 2015	Optimal sexuality	*Kleinplatz et al., 2009 *Kleinplatz et al., 2013	
Thursday February 26, 2015	Male circumcision and its effects on sexual health and sexuality	*Bossio et al., 2014 *Tobian et al., 2014	*Rediger & Muller, 2013 *Bronselaer et al., 2013
Tuesday March 3, 2015	Gender differences in sexual desire	*Dawson & Chivers, 2014 *Mark et al., 2014	
Thursday March 5, 2015	What is a sexual dysfunction?	*Nathan, 2014 Zilbergeld, 1999 *Menard & Kleinplatz, 2008	
Tuesday March 10, 2015	Low desire in men and women	*Meana & Steiner, 2014 *Brotto & Luria, 2014	*Bloemers et al., 2010 *Brauer et al., 2012
Thursday March 12, 2015	Arousal issues in men: erectile disorder	*McCabe & Althof, 2014	*Fisher et al., 2009 *Fisher et al., 2009a
Tuesday March 17, 2015	Orgasmic issues in men: premature (early) ejaculation	*Polonksy, 2010 *Laumann et al., 1999	*Waldinger et al., 2005 *Waldinger et al., 2005a
Thursday March 19, 2015	Orgasmic issues in men and women: orgasmic disorder	*Graham, 2014 *Perelman, 2014	
Tuesday March 24, 2015	Vaginismus	*Lahaie et al., 2010	*Cherner & Reissing, 2013 *Cherner & Reissing, 2013a
Thursday March 26, 2015	Vulvar pain in women	*Smith & Pukall, 2011	*Boyer et al., 2013 *Davis et al., in press
Tuesday March 31, 2015	Persistent genital arousal disorder in women	*Leiblum & Nathan, 2001 *Goldmeier et al., 2014	*Carvalho et al., 2013 *Carvalho et al., 2015
Thursday April 2, 2015	TBA		

Missed Assignment Policy

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

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/arts/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/arts/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.

Accommodation Policy

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 the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/> or call 613.533.6467 **as soon as possible** to fill out the proper forms needed for alternate exam arrangements. **Without this form, alternate arrangements (e.g., extra time) will not be arranged for the examinations.**

Grading Method

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

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