

NAME OF ROTATION: Human Sexuality

COURSE DIRECTOR: Yolanda Wimberly, MD, MSc

PRECEPTORS:

Yolanda Wimberly, MD, MSc
Assistant Professor of Clinical Pediatrics
720 Westview Drive, SW
Atlanta, GA 30310
(404) 756-1376 (o) (404) 756-1357 (f) (678)777-0646 (c)
E-mail: YWimberly@msm.edu
Role in course: Director of Elective, preceptor

David Levine, MD
Associate Professor of Clinical Pediatrics
720 Westview Drive, SW
Atlanta, GA 30310
(404) 756-1386 (o) (404) 756-1357 (f)
E-mail: dlevine@msm.edu
Role in course: Educational support

Christian Thrasher, MA
Director, Center of Excellence for Sexual Health
Morehouse School of Medicine
720 Westview Drive, SW, NCPC, Suite 233
Atlanta, GA 30310
(404) 756-8800 (o)
E-mail: cthrasher@msm.edu
Role in course: Educational support, preceptor

Mitchell Tepper, PhD, MPH
Assistant Director/Assistant Professor, Center of
Excellence for Sexual Health
Morehouse School of Medicine
720 Westview Dr, SW, NCPC, Suite 233
Atlanta, GA 30310
(404) 752 1844 (o)
E-mail: mtepper@msm.edu
Role in course: Educational support, preceptor

Carey Bayer, EdD, RN

Assistant Director/Assistant Professor, Center of
Excellence for Sexual Health
Morehouse School of Medicine
720 Westview Dr SW, NCPC, Suite 238-C
Atlanta, GA 30310
(404) 752 8694 (o)
E-mail: cbayer@msm.edu
Role in course: Educational support, preceptor

Sharon Rachel, MA, MPH

Program Coordinator, Center of Excellence for Sexual
Health
Morehouse School of Medicine
720 Westview Dr SW, NCPC, Suite 233
Atlanta, GA 30310
(404) 756 5044 (o)
E-mail: srachel@msm.edu
Role in course: Educational support

Gail Mattox, MD

Chairperson, Department of Psychiatry
Morehouse School of Medicine
720 Westview Drive, SW
Atlanta, GA 30310
(404) 756-1440 (o)
E-mail: mattoxg@msm.edu
Role in course: Educational support

Yasmin Tyler-Hill, MD

Assistant Professor of Clinical Pediatrics
Morehouse School of Medicine
720 Westview Drive, SW
Atlanta, GA 30310
(404) 756-1330 (o) (404) 756-1357 (f)
E-mail: Ytylerhill@msm.edu
Role in course: Educational support, preceptor

Shawn Garrison, PhD

Morehouse School of Medicine
720 Westview Drive, SW
Suite 208
Atlanta, GA 30303
404-752-1789

Frederick Sengstacke, MD

Assistant Professor of Obstetrics/Gynecology
Morehouse School of Medicine
720 Westview Drive, SW
Atlanta, GA 30310

Non-MSM faculty**Joan Sughrue, MEd, BSN, RN**

Diplomate, AASECT Certified Sex Therapist
4005 Cinnamon Fern Lane
Woodstock, GA 30189
(770) 516-1949
E-mail: joan@RelationshipTherapy.net
Role in course: Educational support, preceptor

Erika Pluhar, PhD

Project Director, Set the P.A.C.E.!
Adjunct Instructor, Human Sexuality
Dept. of Behavioral Sciences and Health Education
Rollins School of Public Health
Emory University
1520 Clifton Road, NE Room 260
Atlanta, GA 30322
Role in course: Educational support, preceptor

Sally Lehr, PhD, RN, CS, FAACS

Clinical Assistant Professor
Emory University
Nell Hodgson Woodruff School of Nursing
Atlanta, Georgia 30322
Tel: (404) 727-1639 Fax (404) 727-8514
E-mail: slehr@emory.edu
Role in course: Educational support, preceptor

Jenelle Foote, MD

Midtown Urology, P.C.
128 North Avenue, NE
Suite 100
Atlanta, GA 30308
404-881-0966 ext. 140 Fax (404) 874-5902

Samantha Jackson, PhD

Centers for Disease Control and Prevention

Hope Ashby, PhD**LOCATION:**

Primary site at which the clerkship will be located:
Morehouse School of Medicine
75 Piedmont Road, Room 310

Other sites will be used for the clerkship:

Grady Health Systems
Clark Atlanta University
Sheppard Spinal Center

TRAINING LEVEL:

PGY-2 and PGY-3

LENGTH OF ROTATION:

1 month

COURSE DESCRIPTION:

Sexuality is an integral part of being human. Healthy sexuality has numerous positive effects on the physical, emotional, and spiritual well-being of people. Likewise, poor experiences in sexuality can lead to significant dysfunctions in other aspects of living. This course will continue the development of trainees in human sexuality, specifically to assist them in intervening with sexual issues likely to be encountered in primary care.

GOALS, OBJECTIVES AND CORE COMPETENCIES:

The goals of this rotation:

- To increase knowledge of human sexuality and its many components
- To assist trainees in developing clinical skills (history, physical, diagnostic reasoning, assessment and management) to impact on sexual issues with patients in a primary care setting.
- To increase appreciation of referral sources and community service organizations that assist physicians in helping patients work through their issues
- To understand how special issues impact on sexuality

GOAL 1: Language/Communication (Conceptualizing and Communicating about Sexuality)

Objective 1.1: To generalize the affective aspects of different words

Objective 1.2: To explain the ways that language use reflects attitudes

Objective 1.3: To create a list of words for use with children, friends and/or partners, colleagues, patients

Objective 1.4: To appraise which words are comfortable to use and which words cause discomfort

Objective 1.5: To describe how the meaning of words can change based on the context they are used in

GOAL 2: Models of Sexuality

Objective 2.1: Compare and contrast a variety of sexuality models.

Objective 2.2: Compose a definition of sexual health that synthesizes sexuality from a biopsychosociospiritual perspective.

Objective 2.3: Use the definition of sexual health to guide sexual history taking with patients/clients.

GOAL 3: Sexual Health Policy

Objective 3.1: To analyze The Call to Action to Promote Sexual Health and Responsible Sexual Behavior and reflect on its implications

Objective 3.2: To discuss abortion policy

Objective 3.3: To evaluate sexual health vaccines

GOAL 4: Bridge Building, Values, Attitudes, and Beliefs

Objective 4.1: To explore personal values, beliefs, and attitudes pertaining to sexuality

Objective 4.2: To compare and contrast controversial perspectives

Objective 4.3: To clarify areas of agreement and disagreement on controversial issues

GOAL 5: Sexuality across the Lifespan

Objective 5.1: To explain at least three ways a person can express his/her sexuality at each of eight stages of the life cycle

Objective 5.2: To identify personal attitudes, values, and beliefs about various forms of sexual expression by individuals at each stage of the life cycle

Objective 5.3: To appraise comfort levels with various forms of sexual expression by individuals at each stage of the life cycle

GOAL 6: Sexual Anatomy and Physiology/Sexual Response Cycles

Objective 6.1: To identify the specific male and female sexual anatomical parts and their functions

Objective 6.2: To describe and critique the Masters and Johnson model, the Kaplan model, the Reed model, the Whipple model, and the Basson model of sexual response

GOAL 7: Sexual Function and Dysfunction

Objective 7.1: To identify factors that can affect sexual response and expression

Objective 7.2: To demonstrate sexual history-taking

Objective 7.3: To practice using PLISSIT

Objective 7.4: To recognize the signs and symptoms of all the female and male dysfunctions

Objective 7.5: To describe treatment options for the various sexual dysfunctions

GOAL 8: Disability and Chronic Conditions

Objective 8.1: To identify common beliefs and attitudes about the sexuality of people with disabilities.

Objective 8.2: To predict the likely direct and indirect effects of system level impairment and major categories of disability on sexual response and expression.

Objective 8.3: To elicit information about changes in sexual function, response, or expression since onset of disability or chronic condition

Objective 8.4: To relate the range of sexual activities available to patients with disabilities or chronic conditions and their partner(s) based on abilities

GOAL 9: Relationships and Love

Objective 9.1: To assess the power dynamics present in various relationships

Objective 9.2: To formulate a definition of love

Objective 9.3: To differentiate healthy relationships from unhealthy relationships

GOAL 10: Fertility, Pregnancy, and Family Planning

Objective 10.1: To review the physiologic and emotional mechanics of fertility

Objective 10.2: To identify developmental milestones throughout pregnancy

Objective 10.3: To compare and contrast family planning methods

GOAL 11: Infertility

Objective 11.1: To identify factors affecting fertility

Objective 11.2: To compare and contrast infertility treatment options

Objective 11.3: To explore the emotional implications of infertility with patients and their partner(s)

GOAL 12: Body Image, Self Esteem, Sexual Self Esteem

Objective 12.1: To define body image, self esteem, and sexual self-esteem

Objective 12.2: To evaluate the implication of socio/environmental factors on body image, self esteem, and sexual self esteem

Objective 12.3: To describe the relationship between body image, self-esteem and sexual self-esteem and sexual decision-making

GOAL 13: Media and the Internet

Objective 13.1: To explain what is meant by the "AAA engine" as it relates to the Internet

Objective 13.2: To describe 3 positive aspects of the Internet

Objective 13.3: To describe 3 potential problem areas on the Internet

Objective 13.4: To develop a list of useful sites for use with patients

Objective 13.5: To recognize the power of the media to influence sexual attitudes

GOAL 14: Orientation, Identity, and Behavior

Objective 14.1: Increase understanding of the patterns and sexual practices of sexual minority clients

Objective 14.2: Describe the impact of homophobia and "gay-bashing" on the development of sexual identity for sexual minorities

Objective 14.3: Demonstrate how to obtain a comprehensive psychosocial history from sexual minority clients – demonstrating sensitivity and using gender-nonspecific terms

Objective 14.4: Demonstrate knowledge of how screening and diagnostic regimens for sexually transmissible infections are modified according to sexual practice

Objective 14.5: Identify community resources for referral for sexual minority clients

GOAL 15: Gender Variation

Objective 15.1: To define gender

Objective 15.2: To describe the differences between the terms transgender, transsexual, and intersex

Objective 15.3: To discuss the rationale behind gender assignment surgery for intersex newborns and infants in the United States;

Objective 15.4: To evaluate the health implications for pre-operative and post-operative transsexuals

GOAL 16: Culture and Religion

Objective 16.1: To list the components of cultural competence

Objective 16.2: To state how personal moral, ethical, cultural, and religious views of sexuality shape attitudes toward caring for the physical, emotional and psychological health of patients

Objective 16.3: To appraise the influence of morals, ethics, religious beliefs, and cultural practices on patient perceptions of sexual health as well as sexual mores and expression

GOAL 17: Behaviors/Practices/Expression

Objective 17.1: To describe the range of sexual behaviors from holding hands to intercourse

Objective 17.2: To define and describe the paraphilias

Objective 17.3: To analyze health outcomes attributable to healthy, positive sexual expression

GOAL 18: Sexually Transmitted Infections

Objective 18.1: To discuss the scope and risk factors for STIs

Objective 18.2: To implement STI screening, diagnosing, and treatment

Objective 18.3: To role play communication strategies for STI prevention

GOAL 19: Sexual Abuse/Violence/Harassment

Objective 19.1: To explain the differences amongst the various types of sexual abuse and violence

Objective 19.2: To evaluate the range of physical and emotional effects related to sexual abuse and violence

Objective 19.3: To describe treatment options for the various types of sexual abuse/violence/harassment

GOAL 20: The Sexual History

Objective 20.1: Increase skill in obtaining a comprehensive, sexual history

Objective 20.2: Increase the level of confidence, comfort, and fluency of the provider when obtaining a sexual history

Objective 20.3: Identify the importance and relevance of obtaining a sexual history from all patients

Objective 20.4: Understand provider and patient goals (and how they may conflict) in discussing a sexual history

COMPETENCIES:

Competency 1: Patient Care. Provide family centered patient care that is developmentally and age appropriate, compassionate, and effective for the treatment of health problems and the promotion of health

1.1: Gather essential and accurate information using the following clinical skills: medical interviewing, physical examination, diagnostic studies and developmental assessments.

1.2: Make informed diagnostic and therapeutic decisions based on patient information, current scientific evidence and clinical judgment, using clinical problem-solving skills, recognizing the limits of one's knowledge and expertise, gathering appropriate information and using colleagues and consultants appropriately.

1.3: Develop and carry out patient care plans, using principles of evidence-based decision-making and appropriate prioritization, and taking into account the needs, beliefs and resources of patient and family.

1.4: Effectively use common therapies within the scope of general pediatric practice, including a variety of prescription and non-prescription medications, intravenous fluids, and inhalation treatments, as well as special diets and nutritional supplements. Be familiar with therapies commonly used by subspecialists and other professionals who care for children.

1.5: Prescribe and perform competently all medical procedures considered essential for the scope of general pediatric practice; be familiar with those procedures commonly used by subspecialists and other professionals who care for children.

1.6: Counsel patients and families in a supportive manner so they can understand their illness or injury and its treatment, share in decision-making, make informed consent and participate actively in the care plan.

1.7: Provide effective preventive health care and anticipatory guidance to patients and families.

Competency 2: Medical Knowledge. Understand the scope of established and evolving biomedical, clinical, epidemiological and social-behavioral knowledge needed by a pediatrician; demonstrate the ability to acquire, critically interpret and apply this knowledge in patient care.

2.1: Demonstrate that you know or can efficiently access the knowledge base needed for effective patient care.

2.2: Critically evaluate current medical information and scientific evidence and modify your knowledge base accordingly.

2.3: Recognize the limits of one's knowledge and expertise by seeking information needed to answer clinical questions and using consultants and referrals appropriately. Use this process to guide life-long learning plans.

2.4: Apply current medical information and scientific evidence effectively to patient care (e.g., use an open-minded, analytical approach, sound clinical judgment, and appropriate attention to priorities).

Competency 3: Communication Skills. Demonstrate interpersonal and communication skills that result in information exchange and partnering with patients, their families and professional associates.

3.1: Communicate effectively in a developmentally appropriate manner with patients and families to create and sustain a therapeutic relationship across the broad range of socioeconomic and cultural backgrounds.

3.2: Communicate effectively with physicians, other health professionals, and health-related agencies to create and sustain information exchange and teamwork for patient care.

3.3: Develop effective approaches for teaching residents, colleagues, other professionals and lay groups.

3.4: Work effectively as a member or leader of a health care team, and collaborate productively with professional organizations.

3.5: Serve as a consultant on pediatric matters to other physicians and health professionals.

3.6: Maintain comprehensive, timely and legible medical records.

Competency 4: Practice-based Learning and Improvement. Demonstrate knowledge, skills and attitudes needed for continuous self-assessment, using scientific methods and evidence to investigate, evaluate, and improve one's patient care practice.

4.1: Use scientific methods and evidence to investigate, evaluate and improve one's own patient care practice; continually strive to integrate best evidence into one's daily practice of medicine.

4.2: Systematically assess the health care needs of one's practice population, and use this information to direct population-based problem-solving, with special attention to preventable morbidity and risk.

4.3: Demonstrate willingness and capability to be a life-long learner by pursuing answers to clinical questions, using journal articles, texts, information resources, patients, colleagues and formal teaching conferences.

4.4: Be prepared to alter one's practice of medicine over time in response to new discoveries and advances in epidemiology and clinical care.

4.5: Seek and incorporate feedback and self-assessment into a plan for professional growth and practice improvement (e.g., use evaluations provided by patients, peers, superiors and subordinates to improve patient care).

Competency 5: Professionalism. Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.

5.1: Demonstrate commitment, responsibility, and accountability for patient care, including continuity of care.

5.2: Be honest and use integrity in your professional duties.

5.3: Consistently use compassion and empathy in one's role as a physician.

5.4: Maintain professional boundaries in one's dealings with patients, family, staff, and professional colleagues.

5.5: Place the needs of patients and society over your own self-interest.

5.6: Demonstrate sensitivity and responsiveness to patients' and colleagues' gender, age, culture, disabilities, ethnicity, and sexual orientation.

5.7: Meet high standards of legal and ethical behavior.

5.8: Develop a healthy lifestyle, fostering behaviors that help balance personal goals and professional responsibilities. Recognize and respond to personal stress and fatigue that might interfere with professional duties.

Competency 6: Systems-Based Practice. Understand how to practice quality health care and advocate for patients within the context of the health care system.

6.1: Know how types of medical practice and delivery systems differ from one another with respect to how they control health care costs, allocate resources, and assure quality.

6.2: Practice cost-effective health care and resource allocation that does not compromise quality of care.

6.3: Advocate for patients in one's practice by helping them with system complexities and identifying resources to meet their needs.

6.4: Work with health care managers and providers to assess, coordinate, and improve patient care, consistently advocating for high quality.

6.5: Advocate for the promotion of health and the prevention of disease and injury in populations.

6.6: Acknowledge medical errors and develop practice systems to prevent them.

PROCEDURES:

None

SCHEDULE:

The following chart is a sample of a weekly schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Discussion	Discussion	Grand rounds	Grand Rounds	Video/films
PM	Lectures	Research	Research	Research	Videos/films

The resident will attend weekly didactic lecture on Monday afternoons and their weekly continuity clinic.

Grand Rounds and Journal Club

The resident will spend 1st and 3rd Thursday mornings from 7:30-9:00 am in the Department of Pediatrics Grand Rounds in the Emory FOB Room 101. The resident will spend Wednesday mornings from 8:30-10:00 am at the Department of Psychiatry grand rounds.

DIDACTIC SESSIONS
Week One

- Language/Communication (Conceptualizing and Communicating about Sexuality)- Carey Bayer
- Models of Sexuality- Carey Bayer
- Sexual Health Policy- Christian Thrasher
- Bridge Building, Values, Attitudes, and Beliefs- Christian Thrasher
- Sexuality across the Lifespan- Sally Lehr
- Sexual Anatomy and Physiology/Sexual Response Cycles- Joan and John Sughrue

Week Two

- Sexual Function and Dysfunction- Sally Lehr
- Disability and Chronic Conditions- Mitch Tepper
- Relationships and Love- Shawn Garrison
- Fertility, Pregnancy, and Family Planning- Yolanda Wimberly
- Infertility- Fred Sengstacke
- Body Image, Self Esteem, Sexual Self Esteem- Mitch Tepper

Week Three

- Orientation, Identity, and Behavior- David Levine
- Gender Variation- Mitch Tepper
- Culture and Religion- Erica Pluhar
- Behaviors/Practices/Expression- Sharon Rachel
- Sexually Transmitted Infections- Yolanda Wimberly

Week Four

- Sexual Abuse/Violence/Harassment- Gail Mattox
- The Sexual History- Yasmin Tyler-Hill

Films

Films will be given to the resident and they are responsible for viewing them all by the end of the rotation. The films will be discussed with the residents during the last week of the rotation for processing.

EVALUATIONS:

The resident will be evaluated on the six core competencies.

Project

The resident will prepare a presentation choosing a topic related to human sexuality and present it to the preceptors at the end of the rotation. The presentation should be a PowerPoint presentation. The project will be evaluated as follows:

- Presentation content: 50%
- Delivery of content: 30%
- Accuracy of information: 20%

Grading Scale

- Project- 50%
- Attendance- 30%
- Participation- 20%

These components will be assembled by the Course Director and in qualitative fashion, a grade will be compiled and a narrative report given to the appropriate official. The grades are Pass or Fail only.

REFERENCES

—Human Sexuality: Diversity in Contemporary America

EVALUATION FORMS BY TRAINEES OF COURSE FACULTY AND FACILITIES:

Human Sexuality Elective

Clinic Site: _____

Course dates _____

Please complete the following for the clinical evaluation. Circle the number corresponding to each item, with the following 1 - 5 scale.

Inadequate	Below Average	Average	Above Average	Superior
1	2	3	4	5
1. Was the facility conducive to education of residents?				
1	2	3	4	5
2. Were there enough patients for you to see?				
1	2	3	4	5
3. Was the amount of faculty time adequate for your needs?				
1	2	3	4	5
4. Was there enough variety of patients for you to see?				
1	2	3	4	5
5. Was this an enjoyable experience?				
1	2	3	4	5

Comments, especially strengths and weaknesses and suggestions for change:

Human Sexuality Elective**Didactic session**

Course dates _____

Please complete the following for each didactic session. Circle the number corresponding to each item, with the following 1 - 5 scale.

Inadequate 1	Below Average 2	Average 3	Above Average 4	Superior 5
-----------------	--------------------	--------------	--------------------	---------------

1. Was the lecturer prompt and well prepared?

1	2	3	4	5
---	---	---	---	---

2. Did the lecture stimulate your thinking around this issue more?

1	2	3	4	5
---	---	---	---	---

3. Was the lecturer knowledgeable about the material?

1	2	3	4	5
---	---	---	---	---

4. Did the lecturer present sensitive materials and issues in an unbiased manner?

1	2	3	4	5
---	---	---	---	---

5. Was this an enjoyable experience?

1	2	3	4	5
---	---	---	---	---

Comments, especially strengths and weaknesses and suggestions for change:
