



## Healthy Approaches to Sexuality

<b>Component:</b>  IR	<b>Service:</b>  IRGA	<b>Duration:</b>  12 weeks	1 Session weekly for 12 weeks at 45 minutes each	The course is designed in 12 sessions so that programs can fit 1 cycle in a 12 week semester.
<b>Service Definition (per Part 512):</b>	<p><b>Section 512.5. Service Categories and Requirements</b>            (n) <i>Intensive Rehabilitation Goal Acquisition</i> is a service designed to assist an individual in identifying, attaining and retaining personally meaningful sexual relationships. This service should be used to provide active support once an individual has identified a new role as a sexual partner to another adult. Due to the urgency associated with the individual's readiness to attain and maintain a preferred sexual health and identity this service is not normally a long-term intervention.</p>			
<b>Class Description:</b>	<p>“Healthy Sexual Relationships” is designed to allow participants to identify the best practices for sexual health and identifying situations that may impede the health relationships that they desire. Participants will review anatomy, STI’s, identifying toxic relationships, contemplation of pregnancy and gender identity and or roles. At the end of the course, participants will have the basic information need to safely participate in a sexual relationship.</p> <p>The course guides participants through general information that is vetted and provides a person with the dynamics that they face when sexually active.</p>			
<b>Pre-Requisite Facilitator Reading:</b>	Deborah Werner MA, P. (2017, August 1). Relationships Matter! Webinar Series. <i>Complex Connections: Intimate Partner Violence and Women's Substance Abuse and Recovery.</i>			
<b>Learning Approaches/ Modalities</b>	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Mixed media/ Art-based <input checked="" type="checkbox"/> Pen & paper exercises <input type="checkbox"/> Computer-based interventions <input type="checkbox"/> Role play interventions <input type="checkbox"/> Modeling/ coaching <input type="checkbox"/> Other: _____			
<b>Location</b>				

	<input checked="" type="checkbox"/> Site-Based <input type="checkbox"/> Community-Based: _____
<b>Who should participate?</b>	“Healthy Sexual Relationships” is designed for people who enter a PROS program and need support in information and fact-based material on sexual health.
<b>Purpose:</b>	The purpose of this group is to explore personal interests and strengths to identify their personal views, goals and theories concerning future sexual activity.
<b>Class Objectives:</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of safer sexual practices and the importance of future planning.</li> <li>2. Describe their hopes and dreams and develop practices for their future sexual encounters.</li> <li>3. Explore need for change within several life domains and identify their personal core values.</li> <li>4. Explore their strengths and how to use them to mitigate barriers to achieving their sexual health goals.</li> <li>5. Identify, at minimum, one new way to engage in sex health behaviors.</li> </ol>
<b>Comments:</b>	During this class, participants will participate in reading material and watching materials that give information on sexual health. They will have a participant guide that is available during class and for their own perusal. They will need to reference these documents throughout the length of the course. Each group member should have a folder to maintain their documents for this purpose.
<b>Source(s):</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.psychologytoday.com/us/articles/196912/intimacy-the-art-relationships">https://www.psychologytoday.com/us/articles/196912/intimacy-the-art-relationships</a></li> <li>• <a href="https://www.ted.com/talks/amy_lockwood_selling_condoms_in_the_congo?referrer=playlist-sex_can_we_talk">https://www.ted.com/talks/amy_lockwood_selling_condoms_in_the_congo?referrer=playlist-sex_can_we_talk</a></li> <li>• <a href="https://www.ted.com/talks/io_tillett_wright_fifty_shades_of_gay">https://www.ted.com/talks/io_tillett_wright_fifty_shades_of_gay</a></li> <li>• <a href="https://www.ted.com/talks/al_ernacchio_sex_needs_a_new_metaphor_heres_one">https://www.ted.com/talks/al_ernacchio_sex_needs_a_new_metaphor_heres_one</a></li> <li>• <a href="https://www.ted.com/talks/sue_jaye_johnson_what_we_dont_teach_kids_about_sex">https://www.ted.com/talks/sue_jaye_johnson_what_we_dont_teach_kids_about_sex</a></li> <li>• <a href="https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender">https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender</a></li> <li>• <a href="https://www.getthefacts.health.wa.gov.au/sexually-transmitted-infections">https://www.getthefacts.health.wa.gov.au/sexually-transmitted-infections</a></li> <li>• <a href="https://www.everydayhealth.com/sexual-health/sexual-dysfunction.aspx">https://www.everydayhealth.com/sexual-health/sexual-dysfunction.aspx</a></li> </ul>

## Table of Contents

**Session 1: Introduction to Course**

*This class is designed for introductions, establishing group purpose and creating group norms. Participants will establish commonality and develop trust.*

**Session 2: The Language**

*This class is designed for people to understand the desired language to use in the future discussions about anatomy and sexual activity.*

**Session 3: Avoiding Toxic Relationships**

*This class is designed for people to determine the signs and symptoms of relationships that are dangerous to them physically and mentally. The participants are introduced to the ways that partners may limit and restrict their access to others and resources. This is designed to give participants an overview of the ways that they may be manipulated and or abused.*

**Session 4: Intimacy**

*This class is designed for participants to understand the importance of identifying personal core values and how that directly relates to the development of their capacity to be intimate with other persons. The scoring guide will help participants to see and hear the components of intimacy and ask themselves what they need to work on and expect from a partner.*

**Session 5: Let's Talk about Sex.**

*This class is designed for participants to identify their personal thoughts and beliefs about sex in general. The two videos embedded in the power point allow the participants to be exposed to two different viewpoints that are presented. Questions are provided for group discussion and further processing.*

**Session 6: Sexual Consent**

*Participants will be shown the ways that consent can be given. They will understand who can give consent and how to gain consent for sexual activity.*

**Session 7: Gender and Gender Identity**

*Participants will be given the latest information about the ways that society and individuals identify their roles and identity. Participants will watch a video that explores the many different ways that a person may self-identify and how that relates to partnerships. Discussion questions are provided for further discussion and processing.*

**Session 8: Sexual Preference**

*Participants will gain information on the many ways that people experience attraction and how attraction is different that gender.*

**Session 9: Contraception**

*This class addresses how one can protect themselves from STI's and unwanted pregnancy. The embedded video gives perspective on why people are uncomfortable with condoms.*

**Session 10: Sexually Transmitted Infections**

*Participants are shown the basic facts about the STI's that are most common. The information is presented in a short "curable"/"non-curable" format. There is the option to follow a link for further information*

**Session 11: Sexual Dysfunction**

*Participants are introduced to the most common causes of sexual dysfunction and what their choices are to address.*

**Session 12: Intimacy**

*The final session is designed to wrap up the course in a way that returns to participants to the idea of safety and wellness in a relationship. At this point in the course a participant should have basic information that facilitates informed choices about sex.*

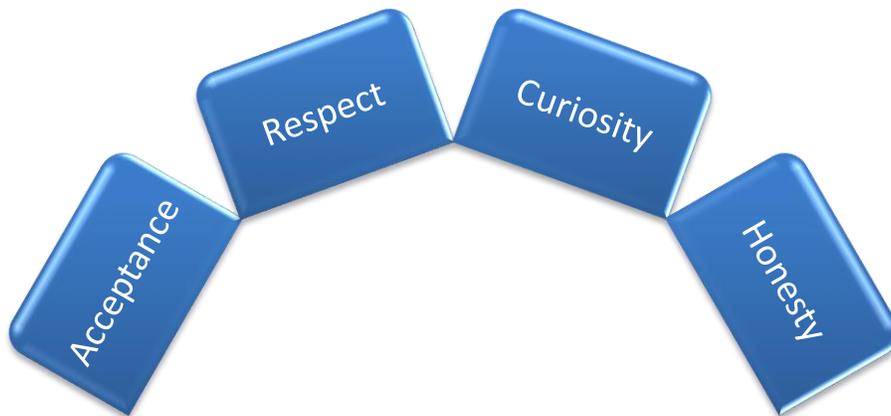
## Facilitator Practice Considerations

### ROPES METHOD

- Review** – This is the first step in ROPES. Its purpose is to prepare individuals' readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)
- Overview** – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)
- Presentation** – The purpose of the Presentation is to impart the essential information needed to learn a new skill (15-20 minutes)
- Exercise** – The purpose of the Exercise is to have students perform and repeat the new skill. Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous step (15 minutes)
- Summary** – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here (2-5 minutes)

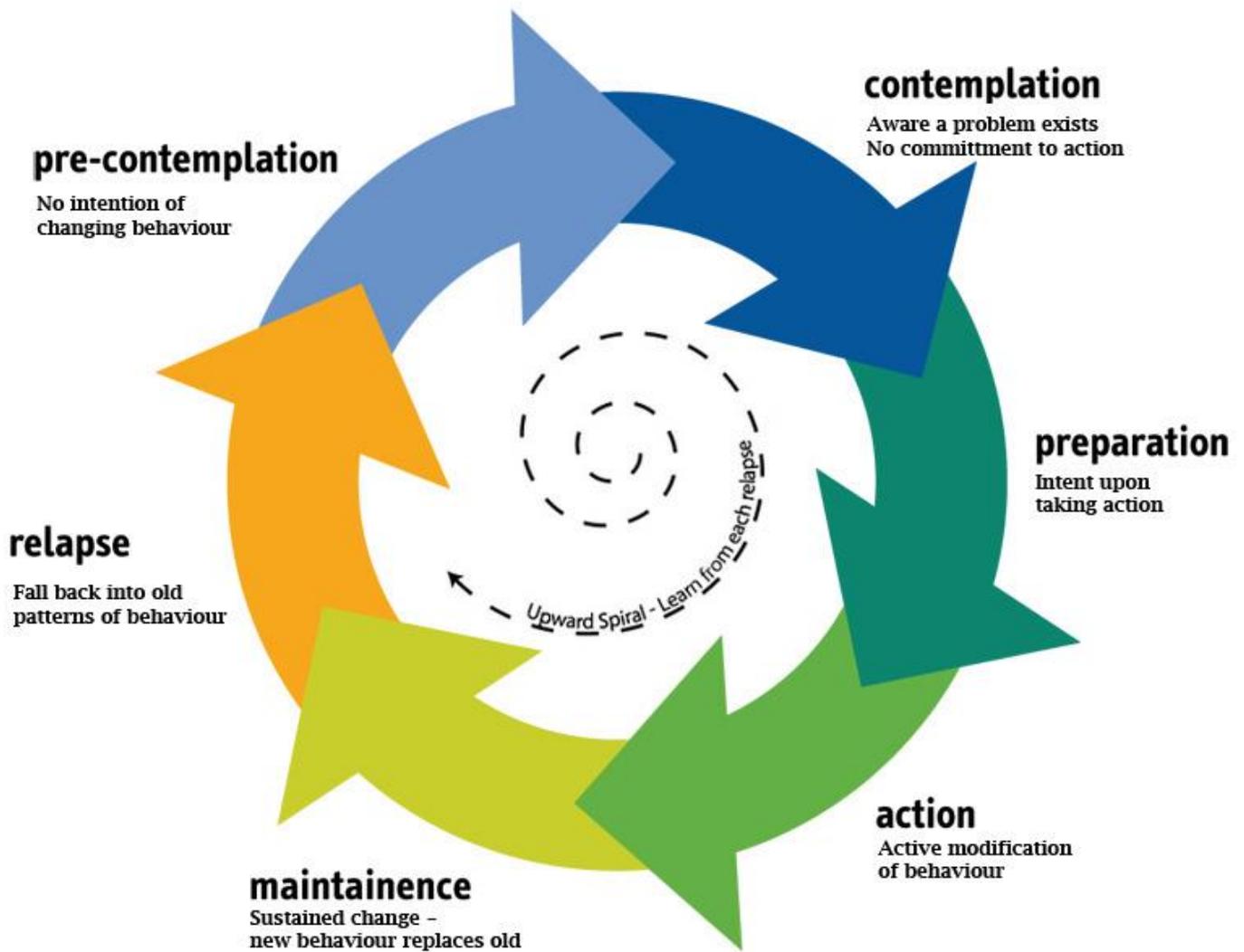
---

### ARCH Principles



*Micucci, Joseph A. (2009)*

## Stages of Change



## **Transtheoretical Model of Change** Prochaska & DiClemente