

Sex Matters: Identity, Behavior, and Development

- Course Number: V05.0143
- Instructor: Aron Janssen, M.D., Clinical Instructor of Child and Adolescent Psychiatry; Adriana Shuster, M.D., Clinical Instructor of Child and Adolescent Psychiatry
- This course carries 4 points.
- There are no prerequisites for this class.

Course Description:

Sexual identity is central to our sense of who we are and how we relate to the world. The development of this identity is essential to becoming a well-rounded, effective, and high functioning adult, and failure to develop a cohesive sexual identity can lead to dysfunction. Sexual development involves a complex interplay of biological, psychological and sociological components. Sexual differentiation begins in utero, as the fetus is exposed to hormones and growth factors. As children age, their primary and secondary sex organs develop, and their ideas about the function, use and meaning of these organs change. At each stage the environment, social milieu, and hormones, among other factors, influence the direction of these changes. In this course we will explore the impact of sexual identity development on the mental health of children and adolescents.

Course Aims:

a. Knowledge

Students will learn key aspects of:

- i. Biological, genetic and morphologic features of sexual development.
- ii. Psychological perspectives on childhood sexual behavior and development.
- iii. The impact of sexual development and behavior on mental health throughout the lifespan.
- iv. Psychopathology resultant from sexual trauma.

b. Skills

Student will be able to:

- i. Demonstrate a basic knowledge of the biology, genetics and morphology of human sexual development.
- ii. Review and integrate diverse theoretical perspectives on psychosexual development in children and adolescents.
- iii. Discuss concepts of sexual behavior and development as directly related to clinical case material.
- iv. Describe the key components of a psychiatrically informed sexual history.
- v. Demonstrate an understanding of the impact of sexual behavior and development on psychiatric functioning throughout the lifespan.
- vi. Discuss controversies and limitations in our current understanding of sexual behavior and development in children and adolescents.

Syllabus:

Session #	Topic
1	<p>PART I: Sexual Developmental Diversity</p> <p>Introduction</p> <p>Sexual identity is central to our sense of who we are and how we relate to the world. The development of this identity is essential to our becoming well-rounded, effective, and high functioning adults, and failure to develop a cohesive sexual identity can lead to dysfunction and sometimes even psychopathology. The development of sexuality involves a complex interplay of biological, psychological and sociological components. In this session, we will explore students' thoughts about what constitutes typical sexual development, and we will use student participation to define terms and concepts related to this theme. In addition, we will review course requirements and expectations, and students will be presented with the first page of their “sexual identity passports.” Each student will be presented with a “passport” that reflects an individual’s history based upon actual clinical case material. As the course progresses, we will regularly provide additional information to the passports, including biological, psychological and social history. The objective of this session is to define the terms and concepts utilized when discussing sexual development and to outline the overall objectives of the course.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> Hoffman, J. "Can a Boy Wear a Skirt to School," New York Times, November 6th, 2009. Retrieved from http://www.nytimes.com/2009/11/08/fashion/08cross.html. Koyama, A., et. al., “Global Lessons on Healthy Adolescent Sexual Development,” Current Opinion Pediatrics, Aug 2009, (4) 444-9. Garofalo, R., et. al., “Adolescent sexuality,” Up to Date Online, 9/09. Prior, M; Smart, D; Sanson, Ann; Oberklaid, F. “Sex differences in psychological Adjustment from Infancy to 8 Years,” J. Am. Acad. Child Adolesc. Psychiatry, 1993,32,2:291-304.
2 – 3	<p>The Biology of Sexual Development</p> <p>In these sessions, we will explore the biology of sexual development, focusing on the brain, the sex organs, and secondary sex characteristics. We will review normal anatomic development of the sex organs from conception through puberty, as well as disorders and syndromes that result in atypical development, such as Klinefelter's disorder, Congenital Adrenal Hyperplasia (CAH), and Androgen Insensitivity Syndrome (AIS). The concept of intersex and its historical application will be introduced. We will explore how ambiguous/non-ambiguous genitalia at birth impacts the social circle of the affected individual. We will consider the role of physicians in the treatment of Klinefelter’s, CAH and AIS, and we will examine the psychological functioning and resilience of those with atypical biological development. The objective of these sessions is to learn the developmental schema of the diversity of sexual development. To elucidate this point, a person with CAH, AIS or Intersex will speak with the class about his/her childhood and adolescence. In addition, students will be provided with the karyotype (chromosomal makeup) of their sexual identity passports and use concepts learned in these sessions to discuss potential outcomes for their passport personas.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> Eugenides, J, “Middlesex,” Picador, NY, 2002.

	<ol style="list-style-type: none"> 2. MacLaughlin, DT, Donahoe, PK. Sex determination and differentiation. N Engl J Med 2004; 350:367. 3. Weil, E., "What if It's (Sort of) a Boy and (Sort of) a Girl?" New York Times, September 24th, 2006. Retrieved from http://www.nytimes.com/2006/09/24/magazine/24intersexkids.html. 4. Allen, L., "Disorders of Sexual Development," Obstet Gynecol Clin North Am. 2009 Mar;36(1):25-45.
4	<p>The Psychology of Sexual Development</p> <p>In this session, we will explore psychological theories of sexual development of children and adolescents and how developmental diversity is understood by these theories. We will examine through a historical lens how the psychosexual theories of development were proposed, their evolution and current applicability. We will discuss when and how sexual fantasies and behaviors typically begin. Case studies will be reviewed to consider how abnormal sexual development in childhood may present as psychopathology in adulthood. The objective of this session is to learn the dominant psychological theories of sexual development and to apply these theories to diverse developmental trajectories. Students will be asked to frame their "passport identities" within the developmental theories explored in these sessions.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Freud, S. (1905). Three Essays on the Theory of Sexuality (1905). The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume VII (1901-1905): A Case of Hysteria, Three Essays on Sexuality and Other Works, 135-162, 173-193. 2. Patterson, Charlotte J. "Sexual orientation and human development: An overview." Developmental Psychology. Vol 31(1), Jan 1995, 3-11. 3. DeLamater, J, Friedrich, W. N. "Human sexual development - Statistical Data Included;" Journal of Sex Research, Feb, 2002, p. 10-14. 4. Olesker, W. Sex Differences During the Early Separation-Individuation process: Implications for Gender Identity Formation JAPA, 38:2, 325-346, 1990.
5-6	<p>PART 2: Sexual Development and Mental Health</p> <p>The Sociological and Cultural Impact on Gender and Sexuality</p> <p>In these sessions, we will focus on the influence of culture and society on self-identity and development. We will explore the concepts of boy and girl vs. male and female and the difference between sexual behaviors and sexual identities. We will examine cultural and religious differences in defining norms of gender development. The objective of this session is to learn how society influences the development of gender and sexual identity and how one's internal sense of identity can be mismatched to one's external sexual organs. In addition, we will explore psychiatric illness through case material centered on identity diffusion or the failure to consolidate one's sense of self (e.g., continued self-doubt and self-consciousness as opposed to self-certainty). Students will be assigned a cultural history for their "passport identities," and we will discuss how culture affects their passports' identity formation. To elucidate these concepts, clips will be shown from the independent film, "Ready, OK!" and a film documentary of LGBT persons, "Celluloid Closet."</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Savin-Williams RC, Cohen KM., "Homoerotic development during childhood and adolescence," Child Adolesc Psychiatr Clin N Am. 2004 Jul;13(3):529-49, vii.

	<ol style="list-style-type: none"> 2. Lang C., Kuhnle, U., "Intersexuality and alternative gender categories in non-Western Cultures," <i>Horm Res</i>, 2008;69(4) 251-2. 3. Bailey, J. Michael; Zucker, Kenneth J. "Childhood sex-typed behavior and sexual orientation: A conceptual analysis and quantitative review" <i>Journal of Developmental Psychology</i>: Pages 43-55. 4. Hostetler, A., Herdt, G., "Culture, Sexual Lifeways, and Developmental Subjectivities: Rethinking Sexual Taxonomies," <i>Social Research</i>, 1998, Vol. 65, 249-290.
7	<p>MIDTERM EXAMINATION/Sexual Language Development</p> <p>The first 60 minutes of this session will be allotted for the in-class midterm examination. After the exam, we will explore the semantics of sexual identity and behavior and how terms change throughout childhood and adolescence. The common and near normative use of sexualized language and <i>hate speech</i> will be evaluated. We will explore how children and adolescents begin to name sexual behaviors, identities, and body parts and how use of those words can impact the individual, the family and the society. We will use the sexual identity passports to discuss terms that describe sexual behaviors and identities.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Smyth, R., et. al., "Male voices and perceived sexual orientation: An experimental and theoretical approach," <i>Language in Society</i>, 2003, 32:3, 329-350. 2. Moss, D. (1992) Introductory Thoughts: Hating in the First Person Plural: The Example of Homophobia. <i>Am Imago</i>, 49:277-291. 3. Moss, D. (2002). Internalized Homophobia in Men: Wanting in the First Person Singular, Hating in the First Person Plural. <i>Psychoanal. Q.</i>, 71:21-50.
8	<p>Masturbation and Sexual Fantasy</p> <p>From interpretations of the Bible and the sin of Onan to developmental perspectives: Attitudes about masturbation range from condemnation to winking approval. Discussion of the topic is often grounded in emotional reactions to its historically taboo status. In this session we will discuss the role that masturbation and sexual fantasies play in normal sexual development and their contribution to a person's ability to form healthy adult sexual relationships, in addition to how sexual fantasies can help shape or diverge from one's sexual identity. We will describe the biology of masturbation and use the sexual identity passports to explore the range of developmentally normal masturbatory behavior in children. In addition, clips from several movies and television shows will be shown to elucidate society's ever changing views toward masturbation.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Kolata, G., "The Nation: The Rule Dr. Elders Forgot; America Keeps Onan in the Closet," <i>New York Times</i>, December 18th, 1994. Retrieved from http://www.nytimes.com/1994/12/18/weekinreview/the-nation-the-rule-dr-elders-forgot-america-keeps-onan-in-the-closet.html?pagewanted=1. 2. Clip, Avenue Q – "The Internet is for Porn." 3. Shapiro, Theodore. (2008) Masturbation, Sexuality, and Adaptation: Normalization in Adolescence. <i>Journal of the American Psychoanalytic Association</i> 56 (1):123-146. 4. Moore, W.T. (1975). Some Economic Functions of Genital Masturbation during Adolescent Development. In I. Marcus & J. Francis (Eds), <i>Masturbation: From Infancy to Senescence</i>. New York: The International Universities Press, 231-276. 5. Phillips, Sidney (2001). The Overstimulation of everyday Life: New Aspects of Male Homosexuality. <i>Journal of American psychoanalytic Association</i> 49(4):1235-1267.

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PART 3: Trauma

Sexual Bullying

This session will explore the history of sexual bullying in a variety of cultural milieus. We will track from a historical perspective the role of sexual bullying in communities of children and adolescents and pay special attention to sexual bullying in schools. We will discuss the Supreme Court Case *Davis v. Monroe County School Board* as it pertains to sexual harassment among children and discuss pervasive beliefs about normative bullying in schools. We will explore mental health consequences for sexual bullying for both the perpetrators and the victims.

Readings:

1. Biskupic, J., "Schools Liable for Harrassment," The Washington Post, May 25th, 1999. Retrieved from <http://www.washingtonpost.com/wp-srv/national/longterm/supcourt/stories/court052599.htm>.
2. Hershberger, Scott L.; D'Augelli, Anthony R., "The impact of victimization on the mental health and suicidality of lesbian, gay, and bisexual youths." *Developmental Psychology*: Pages 65-74.
3. *Davis v. Monroe County Board of Education* (97-843) 526 U.S. 629 (1999), reference: <http://www4.law.cornell.edu/supct/html/97-843.ZO.html>.
4. Wade, M., "Sexual Homicide by Adolescents," *Journal of the American Academy of Child and Adolescent Psychiatry*, 33(7):962-969, September 1994.
5. Land, D., "Teasing Apart Secondary Students Conceptualizations of Peer Teasing, Bullying and Sexual Harassment," *School Psychology International*, Volume 24, #2, 147-165, 2003.

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How Trauma Affects Sexual Development and Gender Roles

What happens to a child whose typical development is disrupted by sexual trauma? What happens to the child who is introduced to sex by trusted or unknown figures in a violent and/or premature way? In this session we look at how sexual abuse affects the development of sexual and gender identities in children both shortly after the trauma and in their adult relationships. We will discuss abuse of children by children, molestation, and pedophilia. We will explore how trauma can affect an individual's self-concept and his/her world view. Students will learn about the most common reactions to trauma and currently in vogue treatments. We will use the sexual identity passports as a guide to exploring various potential outcomes of exposure to trauma.

Readings:

1. On Chesil Beach, Ian McEwan, New York : Nan A. Talese/Doubleday, 2007. Plus interview with the Author on audio book version.
2. Freud, S. (1905[1901]), *Fragment of an Analysis of a Case of Hysteria*, *S.E.*, VII:3-122.
3. Resnick, P. Schnicke, M; Cognitive Processing Therapy for Rape Victims: A Treatment Manual; Sage Publications, Inc: Newbury Park, California: 1996; 2-8.
4. Foa, Edna. "Common Reactions to Trauma." <http://virginiatech.healthandperformancesolutions.net/Tech%20Trauma%20Articles/Articles/Common%20Reactions%20to%20Trauma.pdf>.
5. Gladstone, G.L, Parker, GB, Mitchell, P.B., Malhi, G.S, Wilhelm, K., and Austin, M.P. "Implications of Childhood Trauma for Depressed Women: An Analysis of Pathways From Childhood Sexual Abuse to Deliberate Self-Harm and Revictimization." *Am J Psychiatry*, Aug 2004; 161: 1417 - 1425.

<p>11</p>	<p>Paraphilias in Children and Adolescents</p> <p>Paraphilias are defined as disorders characterized by sexual arousal to objects or situations that are not part of normative stimulation and that can cause distress or serious problems for the paraphilic or the persons associated with him or her. These behaviors are most commonly described in adults, but at what point in their sexual development did the paraphilias develop? Do paraphilias exist in children? A guiding principle for this session is: “If you don’t ask, they won’t tell.” To demonstrate this frequent clinical observation, a psychiatrically informed sexual history will be demonstrated by the instructors using one of the sexual identity passports as a guide. Students will be assigned the task of writing a psychiatrically informed sexual history based upon a character they select from one of the novels read for class or one of the assigned movies. The reports will be due at Session 13. (<i>*Please see section on grading/evaluation for further details on this assignment.</i>)</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Friedrich, Whillam N.; Gerber, Paul N., “Autoerotic Asphyxia: The Development of a Paraphilia,” <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 33(7):970-974, September 1994. 2. “Practice Parameters for the Assessment and Treatment of Children and Adolescents Who Are Sexually Abusive of Others,” <i>Journal of American Academy of Child & Adolescent Psychiatry</i>. 38(12):55S - 76S, December 1999. 3. Freud, S. (1927) Fetishism. <i>SE</i> 21:152-157. 4. Talbot, N.L. et. al., “Childhood Sexual Abuse is Associated With Physical Illness Burden and Functioning in Psychiatric Patients 50 Years of Age and Older,” <i>Psychosom Med</i>, May 1, 2009; 71(4): 417 - 422. 5. Godbout, N., et. al., “Child Sexual Abuse and Adult Romantic Adjustment: Comparison of Single- and Multiple-Indicator Measures,” <i>J Interpers Violence</i>, April 1, 2009; 24(4): 693 - 705.
<p>12</p>	<p><i>PART 4: Controversies and Politics of Sexual Behavior and Development in Children and Adolescents</i></p> <p>Politics of Diagnosis</p> <p>Psychiatry as a field is constantly growing and changing as we increase our understanding of normal development on a macro and micro level, as well as our understanding of psychopathology. However, despite our scientific knowledge, what is considered “normal” development or “normal” functioning is often determined as much by societal norms as it is by biology and science. In this session we will discuss how the definition of pathological has changed with the attitudes of the times. As a prime example we will discuss the pathologizing and depathologizing of homosexuality by the field of psychiatry. We will also discuss current controversies in the development of the new (5th edition) <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>. The sexual identity passports will be used to explore the overlap between sexual development, sexual identity and the politics of diagnosis.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Spitzer, R., “The diagnostic status of homosexuality in DSM-III: a reformulation of the issues,” <i>American Journal of Psychiatry</i>, 138:210-215, 1981. 2. Marmor, J. “Sexual Preference: Its Development in Men and Women,” <i>Am J Psychiatry</i>, Jul 1982; 139: 959 - 960.

	<ol style="list-style-type: none"> 3. This American Life: Episode 204: 81 Words; Air Date: 01/18/2002. 4. This American Life: Episode 374: Somewhere Out There; Air Date: 02/13/09, Act Two: Tom Girls. 5. Spitzer, R., "Can Some Gay Men and Lesbians Change Their Sexual Orientation? 200 Participants Reporting a Change from Homosexual to Heterosexual Orientation," <i>Journal of Sexual Behavior</i>, 2003; Vol 32, #5, 403-417. 6. Zucker, K., "Editorial: The Politics and Science of Reparative Therapy," <i>Archives of Sexual Behavior</i>, 2003. Vol 32, #5, 399-402.
13	<p>Gender Identity (Disorder)</p> <p>In this session we will continue to expand upon our discussion of current controversies in defining disordered development. We will explore the current information and controversies surrounding the topic of Gender Identity Disorder, the terms used to describe it, and current interventions offered. We will use excerpts from the movie "Ma Vie En Rose" to explore the mental health impact on the individual and the family of one with questionable gender identity.</p> <p>*Sexual History Assignment Due</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Film: "Ma Vie En Rose," (1997) written and directed by Alain Berliner. 2. McDevitt, J. Preoedipal Determinants of an Infantile Gender Disorder, <i>Psychoanalytic Study Child</i>, Vol. 50, 1995. 3. Cohen-Kettenis, P, et. al; Sex Reassignment of Adolescent Transsexuals: A Follow-up Study; <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>; February 1997, Vol 36-Issue 2. 4. Smith, Y et. al; "Adolescents With Gender Identity Disorder Who Were Accepted or Rejected for Sex Reassignment Surgery: A Prospective Follow-up Study;" <i>Journal of Amer Academy of Child & Adolescent Psychiatry</i>. 40(4):472-481, April 2001 5. Cohen-Kettenis, P., "Gender Identity in DSM?" <i>Journal of Amer Academy of Child & Adolescent Psychiatry</i>. 40(4):391, April 2001. 6. Wallien, M. et. al; "Psychosexual outcome of Gender-Dysphoric Children;" <i>Journal of Amer Academy of Child & Adolescent Psychiatry</i>. 47(12):1413-1423, December 2008.
14	<p>Where Are We?</p> <p>This session will serve as an opportunity for students to synthesize what has been learned throughout the course and to discuss how perspectives on sexual behavior and development may be expected to evolve in the future. We will address remaining questions and consider what we as a society and as individuals can do for children and adolescents with atypical sexual behavior and development. We will synthesize the sexual passport identity experience and ask students to share their experiences in working with the passports.</p> <p>*Final Essay Due</p>

Required Reading:

Please see syllabus.

Examinations and Grades:

- Class participation (20%)
- Sexual history interview (10%): Students will write a 2-3 page psychiatrically informed sexual history, as demonstrated in Session 11, based upon a character they select from one of the novels read for class or one of the assigned movies. The reports will be due at Session 13
- Three 2-page Response Papers, (15%): Students will be asked to provide a 2 page response paper to any three of the following: Freud readings, Middlesex, On Chesil Beach, This American Life film clips, Ma Vie en Rose, or Celluloid Closet. The students will respond to the source material and describe how the material has helped shape their understanding of sexual development and mental health in children and adolescents. These papers may be completed at any point during the course but are to be turned in no later than the last day of class.
- MIDTERM EXAM (25%): Students will take an in-class exam during session 7, consisting of multiple choice, short answer, and brief essay questions.
- FINAL ESSAY (30%): For the final assignment, students will synthesize the information contained in their sexual identity passports and write a 7-10 page paper. Students must consider the causes and consequences of the sexual identities and behaviors in the case and describe the various contributions from biological, psychological, and social factors. Students will be expected to integrate information from assigned readings and demonstrate a cohesive approach to the understanding of the case.