**General Human Sexuality Educational Requirements (no less than 90 clock hours)**

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| 1. **Sexual Development, Anatomy, Physiology and Reproduction** | | | | | | | | | |
| 1. Sexual development across the life-span from a biological, psychological, and social perspective 2. Sexual and reproductive anatomy and physiology | | | | | | 1. Sexual response cycle and models of sexual desire 2. Theories explaining individual differences in sexuality 3. Conception and childbirth | | | |
| **a.** | **b.** | **c.** | **d.** | **e.** | **Course/Training and Presenter** | **Date** | **Hours** | **Education Group** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** |
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| 1. **Sexual Health Challenges** | | | | | | | | | |
| 1. The influence of Health and Medical Factors on Sexuality 2. Sexual functioning challenges and dysfunctions 3. The interaction of substance use/abuse and sexuality | | | | | | 1. Sexually transmitted Infections 2. Sexual trauma 3. Multiple theories of problematic sexual behavior | | | |
| **a.** | **b.** | **c.** | **d.** | **e.** | **Course/Training and Presenter** | **Date** | **Hours** | **Education Group** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** |
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| 1. **Sexual Identity and Expression** | | | | | | | | | | | |
| 1. Sexual orientation 2. Gender identity and gender roles 3. Diverse sexual expression and lifestyles | | | | | | | | 1. Social, economic, cultural, religious/spiritual, and familial factors influencing sexual behaviors and values 2. The interaction of technology and sexuality 3. Pleasure enhancement skills, techniques, and tools | | | |
| **a.** | **b.** | **c.** | **d.** | **e.** | **f.** | **Course/Training and Presenter** | **Date** | **Hours** | **Education Group** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** |
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| 1. **Intimacy and Relationships** | | | | | | | | |
| 1. Relationship dynamics and intimacy skills 2. Sexual communication between partners | | | | | 1. Negotiating differences in sexual desire, interests, preferences, and values between partners 2. Models of effective communication | | | |
| **a.** | **b.** | **c.** | **d.** | **Course/Training and Presenter** | **Date** | **Hours** | **Education Group** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** |
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| 1. **Professional Development** | | | | | | | | | | |
| 1. Ethics 2. Professional communication skills | | | | | | | 1. History of the research, theory, and treatment concerning human sexuality 2. Methods and principles of sexuality research 3. Careers in sexual health | | | |
| **a.** | **b.** | **c.** | **d.** | **e.** | **Course/Training and Presenter** | **Date** | **Hours** | **Education Group** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** |
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| **SARS or similar (must be 10 hours total, in no less than 3-hour increments** | | | | | |
| **SARS or similar** | **Date** | **Hours** | **Education Group** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** |
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##### SASH offers a rigorous credentialing process that is unique to the sexual health industry. The SASH certifications are the only credentials in the industry that comprehensively address specific areas of sexual health.

SASH offers certification opportunities in [Problematic Sexual Behavior](https://www.sash.net/certified-problematic-sexual-behavior-therapist-cpsbt/) **(CPBST)**,  [Sexual and Relational Trauma](https://www.sash.net/certified-sexual-and-relational-trauma-therapist-csrtt/) **(CRSTT)**,  [Sexual Wellness](https://www.sash.net/certified-sexual-wellness-therapist-cswt/) **(CSWT)**, and [Sexual Offending](https://www.sash.net/certified-sexual-offender-clinician-csoc/) **(CSOC)**. Clinicians can apply for one or more of the specialized certifications to emphasize their experience and knowledge as a leading professional in the industry. All qualified clinicians possess a stock of general human sexuality knowledge.

To truly accentuate your knowledge, professionals holding three or more certifications will be granted a Distinguished Sex Therapist (DST), communicating to the world your advanced expertise.

**Select the credential you are applying for and use the Specific Training form for your selected credential.**

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| **Certified Problematic Sexual Behavior Therapist (CPBST) Specific Training**  (70) total hours of training in problematic sexual behavior in the past five (5) years. | | | | | | | | | |
| 1. Multiple theories of Problematic Sexual Behavior and its etiology 2. Assessment and diagnosis related to Problematic Sexual Behavior 3. Clinical intervention for Problematic Sexual Behavior 4. Treatment for affected family members | | | | | 1. Factors related to sexuality in diverse populations (e.g., sexual minorities, age, ethnicity, homelessness, substance use population) and differentiating PSB within diverse populations 2. Sexual offender evaluation and treatment 3. Limits of competence, ethics, legal concerns, and standards of care for treatment of Problematic Sexual Behavior   \*Training in only one treatment methodology is not sufficient to meet these requirements. | | | | |
| **a.** | **b.** | **c.** | **d.** | **Course/Training and Presenter** | | **Date** | **Hours** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** | **SASH Approval** |
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| **Certified Sexual Wellness Therapist (CSWT) Specific Training**  (70) total hours of training in problematic sexual behavior in the past five (5) years. | | | | | | | | | | |
| 1. Theories and methods of sex therapy relating to sexual wellness and functioning. 2. Assessment and diagnosis of psychosexual disorders 3. Relationship intervention for problems implicating sex and intimacy | | | | | | 1. Sex therapy interventions techniques must include arousal disorders, desire disorders, orgasmic disorders, paraphilic disorders, pain and discomfort, medical/disability concerns, and sexuality 2. Limits of Competence, ethics, legal concerns, and standards of care for sexual functioning and wellness therapy   \*Training in only one treatment methodology is not sufficient to fully meet these requirements. | | | | |
| **a** | **b** | **c** | **d** | **e** | **Course/Training and Presenter** | | **Date** | **Hours** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** | **SASH Approval** |
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| **Certified Sexual Relational Trauma Therapist (CRSTT) Specific Training**  (70) total hours of training in problematic sexual behavior in the past five (5) years. | | | | | | | | | | |
| 1. Psychological, biological, emotional, and social experiences of survivors in the aftermath of trauma and posttraumatic symptoms and etiology. 2. Treatment methods specifically tailored to sexual abuse or assault survivors, with exposure to multiple theoretical perspectives. 3. Treatment methods specifically tailored to sexual relational trauma(e.g., infidelity), with exposure to multiple theoretical perspectives | | | | | | | 1. Sexual resilience (health, empowerment, safety, and fulfillment) in the aftermath of trauma 2. Concerning limits of competence, ethics, legal concerns, and standards of care for sex and relational trauma   \*Training in only one treatment methodology is not sufficient to fully meet these requirements. | | | |
| **a.** | **b.** | **c.** | **d.** | **e.** | **Course/Training and Presenter** | **Date** | | **Hours** | **CE Body (e.g. APA, NBCC, NASW, ASWB, ACCME, AAMFT etc.)** | **SASH**  **Approval** |
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| **Certified Sexual Offender Clinician (CSOC) Specific Training**  (70) total hours of training in problematic sexual behavior in the past five (5) years. | | | | | | | | | | | |
| 1. Assessment including actuarial risk assessment of sex offenders, assessment of arousal patterns, polygraph. 2. Clinical evaluation of sexual offenders to include training in case conceptualization, differences between contact and non-contact offenders, differences between juvenile and adult offenders, effects associated with intellectual and developmental disabilities and identification of treatment factors. 3. Diagnostic concerns specific to sexual offending including paraphilic disorders, personality disorders, psychopathy. | | | | | | | 1. Treatment of sexual offenders including containment model, good lives model, impact on victims, impact on family members, chaperone training. 2. Criminal justice system. 3. Concerning limits of competence, ethics, legal concerns, and standards of care for sex offender assessment and treatment.   \*Training in only one treatment methodology is not sufficient to fully meet these requirements | | | | |
| **a.** | **b.** | **c.** | **d.** | **e.** | **f.** | **Course/Training and Presenter** | | **Date** | **Hours** | **Education Group & CE Body (e.g. APA, NBCC, NASE, ASWB)** | **SASH Approval** |
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