

COURSE SYLLABUS

CENTER FOR COUNSELING & FAMILY STUDIES

COUN 610 HUMAN SEXUALITY

I. COURSE DESCRIPTION

An analysis of the anatomical, psychological, cultural, and religious aspects of a wide range of topics in the area of human sexuality. Emphasis is on the development of an understanding and appreciation of the role of sexuality throughout the various phases of the life cycle.

II. RATIONALE

The Center for Counseling and Family Studies is committed to preparing students with the knowledge, skills, and values to make a difference in the field of counseling. One area that requires expertise in the field of counseling is a thorough knowledge and understanding of human sexuality. Both the Bible and counseling literature indicate that sexuality plays a primary role in human functioning. Accordingly, this course critically examines human sexuality and its central importance to personhood from professional and theological perspectives within the context of a biblically informed worldview. Fostering a healthy perspective on sexual issues across the lifespan empowers counselors to virtuously thrive amidst the overtly sexualized contemporary culture. Students must learn to engage in competent dialogue about human sexuality with others, including clients, taking into account biblical, ethical, biological, psychological, sociopolitical, and therapeutic considerations.

III. PREREQUISITES

There are no formal prerequisites for this course. However, as stated in the Liberty University Catalog, it is the student's responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

IV. MATERIALS LIST

REQUIRED:

King, B.M. (2009). *Human sexuality today* (6th ed.). Upper Saddle River, NJ: Pearson Education. [ISBN-10: 0136042457]

Rosenau, D.E. (2002). *A celebration of sex* (Revised ed.). Nashville, TN: Thomas Nelson. [ISBN-10: 0785264671]

Rosenau, D., & Wilson, M. T. (2006). *Soul virgins: Redefining single sexuality*. Grand Rapids, MI: Baker Books. [ISBN-10: 080106600X].

- Soul virgins might be hard to get. You can get them by contacting Dr. Doug Rosenau, if you have trouble.

RECOMMENDED:

Jones, S.L., & Yarhouse, M.A. (2000) *Homosexuality: The use of research in the church's moral debate*. Downers Grove, IL: InterVarsity Press. [ISBN-10: 0-8308-1567-8]

Laaser, M. (2004). *Healing the wounds of sexual addiction*. Grand Rapids, MI: Zondervan. [ISBN-10: 0310256577]

Leiblum, S.R. (2006). *Principles and practice of sex therapy* (4th ed.). New York: Guilford Press. [ISBN-10: 59385-349-5]

Throckmorton, W., & Yarhouse, M.A. (2006). Sexual identity therapy: Practice framework for managing sexual identity conflicts. Retrieved from Sexual Identity Therapy Framework website: <http://sitframework.com/>

REQUIRED ARTICLES: The following articles and chapters are also required reading for the course. Students can download these chapters from Blackboard:

Brinkmann, S. (2004). *The Kinsey corruption: an exposé on the most influential "scientist" of our time*. West Chester, PA: Ascension Press.

Rosenau, D., Childerston, J., & Childerston, C. (2004). *A celebration of sex after 50*. Nashville, TN: Thomas Nelson. (Chapters 1 and 20 only.)

Rosenau, D.E., Sytsma, M., & Taylor, D.L. (2001). Sexuality and sexual counseling: Learning and practicing the DEC-R Model. In T. Clinton, and G. Ohlschlager (Eds.), *Competent Christian counseling*, Colorado Springs, CO: Waterbrook.

Sytsma, M., & Taylor, D. (2003). Current thinking in how to help couples and individuals struggling with low sexual desire. *Marriage and Family: A Christian Journal*, 5(3).

Textbook Disclaimer Statement

The above texts provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these texts.

V. MEASURABLE LEARNING OUTCOMES

The students will be able to:

- A. Evaluate current professional views of the nature, development, and function of human sexuality throughout the life span of human development (Department Learning Outcome 1, 6, & 7; note 6 and 7 are listed as burger dots in the catalog).
- B. Integrate biological, behavioral, psychological, sociological, and theological issues related to human sexuality (Department Learning Outcome 1, 3, 6, & 7).
- C. Develop knowledge through demonstration of skills in discussing, assessing and diagnosing, and treating sexual issues (Department Learning Outcome 1, 3, 6, & 7).
- D. Justify the development of skills necessary to conduct a sexual history interview (Department Learning Outcome 1, 3, 6, & 7).
- E. Analyze sexual awareness, knowledge, and skills according to personal, ethical, and biblical principles (Department Learning Outcome 1, 3, 6, & 7).
- F. Develop a personal integration of their own awareness, knowledge, and skills related to human sexuality within a biblically informed Christian worldview (Department Learning Outcome 1, 3, 6, & 7).

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. PRE-INTENSIVE ASSIGNMENTS

1. **Required reading of Rosenau (2002), Rosenau and Wilson (2006), and all the articles prior to coming to the intensive.** Required reading is essential for successfully accomplishing the objectives of this course. Recommended reading can further enhance the students' knowledge base and prepare them for a more meaningful intensive. (Learning Outcomes A., B., C., E., & F.)
2. **King (2009) Textbook will be read in two phases: Read chapters 1-10 prior to the intensive. Take the Pretest, Key Terms Quiz, and Chapter Exam for each of the first 10 chapters.** Students can access these textbook related materials from the publisher's website at the following link:

http://wps.prenhall.com/hss_king_humansexuality_vango_6/. Once at this link, each chapter of the King (2009) text has a link. Students are to open each chapter link, then click on the **Study Guide** link on the left side of the page. Then, each of these tasks (i.e., Pretest, Key Terms Quiz, Chapter Exam) can be accessed and completed.

Upon completion of each chapter's Pretest, Key Terms Quiz, and Chapter Exam, students must submit their answers for grading (available at the end of each). Students must submit each task until they obtain a score of at least 90%. Once submitted for grading, students should email the results to their own email account. **Students are NOT to email their results to the instructor.**

Students should create a Word document where they can copy/paste their name, email, site title, overall score, and date/time the answers were submitted for each assignment in each chapter. This information is readily available on the results from the publisher. In this one Word document, you should have each of the ten chapters' scores and dates/times of submitted answers for the Pretest, Key Terms Quiz, and Chapter Exam. **This Word document must be submitted to the Blackboard prior to the beginning of the intensive on Monday October 4, 2010 at 8:15 a.m.** This assignment is worth 125 pts. (12.5%) of the course grade. (Learning Outcomes A., B., C., E., & F.)

3. **Textbook Questions.** Students should create two well thought-out questions per chapter from the King textbook. Questions should reflect that the student has read the material and digested it sufficiently to create questions. These questions must be submitted on Blackboard by September 19th. Please do NOT put your name on the actual document you attach; I will aggregate these questions and incorporate them into the course discussion. (Learning Outcomes A & E)

B. INTENSIVE ASSIGNMENTS

1. **Attendance/Participation.** In order for students to fully benefit from the intensive week, they must attend and actively participate in the classroom experience. One of the activities will involve participation in conducting a sexual history interview near the end of the week. Each student will be assigned to a triad with two other students. Each student will participate as interviewer, interviewee, and observer. The interviews will follow an assigned format to be explained at the intensive. Although the information for the interviews may be fictional, it must be realistic, consistent, and based upon knowledge obtained as a result of participation in the course. However, when being interviewed, students may choose to present their own autobiographical information. **It is important to note that no student is required to present personal information they choose not to disclose in the triads.** The purpose of this specific assignment is to practice interviewing and observational skills essential for conducting a sexual history as part of a more comprehensive client interview.

Part of your attendance and participation grade will include the quality of the questions from the King textbook. This requirement is worth 100 pts. (10%) of the course grade. (Learning Outcomes B., C., D., & F.)

2. **Sexual History Assessment.** Towards the end of the intensive students will be organized into pairs to engage in a role-play where the client's presenting problem involves some aspect of his/her sexual functioning. Each student will have an opportunity to role-play a client and a counselor in the dyad.

As a client, each student will create a pseudo-client situation with a sexual past. The counselor will take a sexual history to develop a complete assessment of the client.

After the intensive, students will write up their client's sexual history, develop a conceptualization of the client (with diagnosis if appropriate), and provide a sample treatment plan. The paper should follow current APA guidelines, but no abstract or references need to be included. The complete assessment should be approximately 10 pages. This assignment is due two weeks following the intensive. This requirement is worth 200 pts. (20%) of the course grade. (Learning Outcomes B., C., D., & E.)

C. POST-INTENSIVE ASSIGNMENTS

1. **King (2009) Textbook: Read chapter 11-18, complete the Key Terms Quiz, and Chapter Exam for each of the last 8 chapters.** Students can access these related materials from the publisher's website:

http://wps.prenhall.com/hss_king_humansexuality_vango_6/. The instructions for the successful completion of this assignment are the same as for the Pre-Intensive Assignment. Please see B. above for the instructions.

The Word document for this assignment must be submitted to the Blackboard no later than 3 weeks after the intensive. Students are free to submit this assignment earlier than the deadline. This assignment is also worth 125 points (12.5%) of the course grade. (Learning Outcomes A., B., C., E., & F.)

2. **Sexuality Integration Paper (Questionnaire).** The purpose of this paper is to promote your growth and healing. Many students state that this paper had a significant and critical impact on their lives. The paper is divided into two parts.

Part 1: Each student will complete and submit a Sexuality Questionnaire based upon autobiographical information. The questionnaire is the same format used during the week of the intensive. Students who choose to use autobiographical information during the intensive week will have the bulk of this assignment completed by the time they leave the intensive.

Part 2: You can choose one of two options. Option 1 is to develop a personal theology of sexuality and option 2 is to develop a curriculum to teach

sexuality. In Blackboard is a document that will provide more information to assist you in completing this assignment.

There is no required length, but students should adhere to the current APA Style Manual (2009) in submitting the paper.

The Sexual Integration Paper (Questionnaire) is due no later than 5 weeks after the intensive. This assignment is worth 250 pts. (25%) of the course grade. (Learning Outcomes B., D., E., & F.)

3. **Final Exam.** An online exam will be available following the intensive. Each student is to take the exam at his leisure. Student will have 1 hour and 45 minutes (1:45) to take the exam, which is a closed book, closed notes, and closed consultation endeavor. You may pray for illumination from the Holy Spirit. This assignment is worth 200 pts. (20%) of the course grade. (Learning Outcomes A, B., D., & E)

VII. COURSE GRADING AND POLICIES

A. Points and Percentage Allocation

Reading Assignments (2 @ 150 pts. ea.)	250 pts.	25%
Attendance/Participation	100 pts.	10%
Sexual Assessment Paper	200 pts.	20%
Sexual Integration Paper	250 pts.	25%
Final Exam	200 pts.	20%
Total	1000 pts.	100%

B. Grading Scale

A	B	C	D	F
1000-940	939-860	859-750	749-680	679-0

C. Policies

1. *Due to the highly personal and sensitive nature of the content and activities of this course, all students are expected to conduct themselves with the utmost respect for the dignity and value of each person in the class.* There will be topics and activities covered in this course that will generate consensus as well as disagreement. Your instructor will promote an atmosphere of candid examination of the material presented as well as personal perspectives and issues. Both the subject matter and student colleagues will be respected in a professional, sensitive, and appropriate manner. **Any instances of attitude or**

behavior which are inconsistent with this policy will be subject to grade and/or disciplinary sanctions, including the possibility of failure for the course regardless of performance on assignments.

2. Assignments turned in late will be accepted, but with a 10% grade reduction for each week the assignment is overdue. Assignments later than 2 weeks past the assignment deadline will not be accepted. Students are encouraged to turn assignments in well before the midnight deadline due to the high demands placed on institutional technology on Sunday evenings. Blackboard and computer problems are not acceptable reasons for late work.
3. All assignments must be completed in order to pass the course.

VIII. ATTENDANCE AND PARTICIPATION POLICIES

- A. All students are expected to be on time for and attend every session of the intensive for the full amount of time. Arriving late and leaving early at the beginning and end of class or breaks will be noted. Two instances of being tardy will be considered an absence resulting in a 20% reduction in the Attendance/Participation requirement for the course.
- B. All students are expected to actively and appropriately participate in course discussions, activities, and assignments. Lack of meaningful and appropriate engagement with the course, each other, and the instructor will result in reduction of the Attendance/Participation requirement for the course.
- C. Excused absences will be reserved for personal and family emergencies such as medical illness, unexpected death of immediate family members, etc. Missing class for non-emergency reasons such as job interviews, sightseeing, early flights, etc., will result in a significant reduction of the Attendance/Participation requirement for the course.

IX. OTHER POLICIES

- A. **Academic Misconduct**
Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.
- B. **Disability Statement**
Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DH 2016 or at dlpodas@liberty.edu to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing,

etc.) the Tutoring/Testing Center in TE 127 is the officially designated place for all tests administered outside of the regular classroom.

C. **Drop/Add Policy**

Consult the Graduate Catalog for drop/add policies.

D. **Dress Code**

Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

E. **Classroom Policies**

1. Classroom policies will be established and enforced by the individual instructor.
2. **The inappropriate use of technology such as cell phones, iPods, laptops, etc in the classroom is not tolerated.** Becoming a professional is a process. It involves developing respect for yourself and others. It is important to establish a professional attitude and demeanor while in graduate school. Therefore, if you bring your computer to class it should only be used for material related to this class. **You should not be checking e-mail, instant-messaging, checking scores, stocks, or viewing anything other than that which pertains to this class.** Staring at your computer or typing that is inconsistent with a presentation is disrespectful. Failure to comply with this policy will result in “0” points for class participation for the semester. Continuation of the practice may result in you receiving an “F” for the course.
3. Other disruptive behavior in the classroom is not tolerated. Students who engage in such misconduct will be subject to the penalties and processes as written in the *Liberty Way*.

F. **Dual Relationships and Limits of Confidentiality**

The faculty is responsible to interact with counseling students in a supervisory capacity or role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student’s disclosure, either verbally or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff,

administrator or supervisor will take immediate action. This action may include, but is not limited to immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student’s personal record.

G. Correspondence

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompany tone of voice, facial expressions or body language with email communications they can be more easily misinterpreted than face to face communication. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as flaming or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.

H. Communication

- a. **Electronic Communication:** all electronic communication must be done via Liberty Email. I will communicate via your Liberty account and you are expected to communicate via my Liberty account (jcthomas2@liberty.edu).
- b. **Face to Face Communication:** all individual communication will be scheduled during my posted office hours in my office in the Center of Counseling & Family Studies. Exceptions can be made as to time but no exceptions to place.
- c. **Phone Conference:** I will make myself readily available via email and face to face. Phone conferences will be limited to emergencies only and time will be limited.

X. CALENDAR

Calendar is on the following page of the syllabus. It will also be loaded in the Blackboard as a separate document. Professor reserves the right to alter the course schedule as deemed necessary.

COUN 610 Human Sexuality Course Chart (Fall 2010)

Pre-Intensive	Complete Required Reading King (2009) chapters 1-10; Rosenau (2002); Rosenau & Wilson (2006); Articles
---------------	--

- Arnold, W. (1993). *Pastoral responses to sexual issues*. Louisville, KY: Westminster/John Knox Press.
- Balswick, J. K., & Balswick, J. O. (2008). *Authentic human sexuality: An integrated Christian approach* (2nd ed.). Downers Grove, IL: Intervarsity Press.
- Bell, R. (2007). *Sex God*. Grand Rapids, MI: Zondervan.
- Bunting, S. J. (Ed.). (1996). *Human sexuality* (21st ed.). Sluice Dock, Guilford, CN: Dushkin Publishing Group/Brown & Benchmark.
- Byer, C. O., Shainberg, L. W., Galliano, G., & Shriver, S. P. (2002). *Dimensions of human sexuality* (6th ed.). New York: McGraw Hill.
- Crooks, R., & Baur, K. (2008). *Our sexuality* (10th ed.). Belmont, CA: Thomson Wadsworth.
- Drinnin, D. (1997). *Human sexuality in a world of diversity* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Flowers, K., & Flowers, R. (2004). *Human sexuality: Sharing the wonder of God's good gift with your children* (2nd ed.). Silver Spring, MD: Ministerial Resource Center
- Gabbard, G. O. (Ed.). (1989). *Sexual exploitation in professional relations*. Washington, DC: American Psychiatric Press.
- Genovesi, V. J. (1996). *In pursuit of love: Catholic morality and human sexuality* (2nd ed.). Collegeville, MN: Liturgical Press.
- Gerber, A. H. (1982). *Biblical attitudes on human sexuality*. Great Neck, NY: Todd & Honeywell.
- Hart, A. D. (1994). *The sexual man: Masculinity without guilt*. Dallas, TX: Word.
- Heitritter, L., & Vought, J. (1989). *Helping victims of sexual abuse*. Minneapolis, MN: Bethany House.
- Hyde, J. S., & DeLamater, J. D. (2006). *Understanding human sexuality* (9th ed.). Boston: McGraw Hill.
- Jordan, M. D. (2002). *The ethics of sex: New dimensions to religious ethics*. Malden, MA: Blackwell.
- Kraft, W. F. (1989). *Whole and holy sexuality: How to find human and spiritual integrity as a sexual person*. St. Meinrad, ID: Abbey Press.
- Kuehne, D. S. (). *Sex and the iworld: Rethinking relationship beyond the age of individualism*. Grand Rapids, MI: Baker Academic.

- Laaser, M. (1992). *Faithful & true: Sexual integrity in a fallen world*. Grand Rapids, MI: Zondervan.
- Laaser, M. (2004). *Healing the wounds of sexual addiction*. Grand Rapids, MI: Zondervan.
- Larve, G. (1983). *Sex and the Bible*. Buffalo, NY: Prometheus Books.
- Masters, W. H., & Johnson, V. E. (1966). *Human sexual response*. Boston: Little, Brown, and Company.
- Masters, W. H., & Johnson, V. E. (1966). *Human sexual inadequacy*. Boston: Little, Brown, and Company.
- McCarthy, B., & McCarthy, E. (2003). *Rekindling desire: A step-by-step program to help low-sex and no-sex marriages*. New York: Brunner-Routledge.
- Means, P. A. (1999). *Men's secret wars*. Grand Rapids, MI: Fleming H. Revell.
- Nelson, T. (2005). *Song of Solomon: God's best for love, marriage, sex and romance* (3rd ed.). Plano, TX: Hudson.
- Nelson, J. B., & Longfellow, S. P. (Eds.). (1994). *Sexuality and the sacred: Sources for theological reflection*. Louisville, KY: John Knox Press.
- Richman, J. (1998). *I'm not in the mood: What every woman should know about improving her libido*. New York: Quill William Morrow.
- Rosberg, G., & Rosberg, B. (2006). *The five sex needs of men and women*. Wheaton, IL: Tyndale.
- Rosenau, D., Childerston, J., & Childerston, C. (2004). *A celebration of sex after 50*. Nashville, TN: Thomas Nelson.
- Sands, K. M. (2000). *God forbid: Religion and sex in American public life*. New York: Oxford University Press.
- Schaumburg, H. W. (1992). *False intimacy: Understanding the struggle of sexual addiction*. Colorado Springs, CO: NavPress.
- Smedes, L. (1994). *Sex for Christians: The limits and liberties of sexual living* (Rev. ed.). Grand Rapids, MI: William B. Eerdmans.
- Sonnerberg, R. (1998). *Human sexuality: A Christian perspective*. St. Louis, MO: Concordia.
- St. Clair, B., & Jones, B. (1987). *Sex: Desiring the best*. San Bernadino, CA: Here is Life.

Stompler, M., Baunach, D. M., Burgess, E. O., Donnelly, D., & Simonds, W. (2007). *Sex matters: The sexuality and society reader* (2nd. ed.). New York: Allyn & Bacon.

Suggs, D. N., & Miracle, A. W. (Eds.) (1993). *Culture and human sexuality*. Pacific Grove, CA: Brooks/Cole.

Weiss, D. (1998). *The final freedom: Pioneering sexual addiction recovery*. Fort Worth, TX: Discovery Press.

Weiss, D. (2000). *101 freedom exercise: A Christian guide for sexual addiction recovery*. Fort Worth, TX: Discovery Press.