



HARDING SCHOOL OF THEOLOGY

5754 Human Sexuality and Sex Therapy Summer 2017

CATALOG DESCRIPTION: A study of human sexual development, sexual functioning, and identity and gender issues examined within a theoretical-clinical context. Diagnosis and treatment of DSM sexual dysfunctions and clinical interventions is conducted within a systems paradigm.

Instructor:
Dr. Kevin Shelby
1000 Cherry Rd.
Memphis, TN 38117

Semester: Summer 2017
Format: Lecture (On-campus or HST
LIVE)
Class Meets: June 5-9, 2017

Time Class Meets: 8:00 am- 11:30 am; 1:00 pm- 5:00 pm

Office Hours: HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Office Phone: (901) 432-7715

Email: kmskelby@harding.edu

HST POLICIES:

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, Associate Dean, at (901) 761-1353.

LIBRARY RESOURCES: If you have not taken 5732 Foundations in Counseling, or have taken it more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5732. These annotated bibliographies list basic tools you will find helpful in your research.

CREDIT HOUR WORKLOAD:

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time

attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

ACADEMIC INTEGRITY

Harding University's Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

I. COURSE DESCRIPTION

This course focuses on your development of competency as a counselor to evaluate, discuss, treat, and diagnose sexual issues within marriage with appropriate interventions through readings, classroom instruction/ interaction, and interviewing experiences. The course is designed to expand your abilities to assist clients with treatment and document treatment strategies as you interface with other mental health professionals. Use of the DSM-V to diagnose sexual dysfunction, treatment planning, interventions, documentation, and sound clinical judgement regarding client sexual difficulties. This syllabus is subject to modification at any point in the semester if the professor deems it necessary. Students will be notified of any modifications made to the syllabus.

II. COURSE OBJECTIVES

Assist students in understanding human sexuality issues (gender, sexual functioning, and sexual orientation) and their impact on family and couple functioning.*† (CACREP MCFC C.3)

To encourage and assist each student in understanding and becoming comfortable with their own sexuality, as they integrate a Biblical sexual theology into their lives and counseling practice.**

To create an in-depth understanding of sexual biology, psychology and Biblical values,* as desensitization takes place so that each student is at ease talking and counseling in the sexual area of personality and relationships.**

To impart an understanding of common sexual questions, myths and problems, as basic therapeutic answers and interventions are developed with the ability to dialogue, educate, coach and strategically refer when needed.*

*Assessed by final Exam. ** Assessed by integration paper. † Assessed by MCFC Comprehensive Exam

III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2009 Standards can be found at: [http://www.cacrep.org/doc/2009 Standards with cover.pdf](http://www.cacrep.org/doc/2009_Standards_with_cover.pdf).)

As a result of taking this course, the student:

1. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning CACREP C.3 (MFT)
2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling. CACREP D.2 (MFT)
3. Uses systems theories to implement treatment, planning, and intervention strategies. CACREP D.3 (MFT)
4. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate. CACREP D.6 (MFT)
5. Understands how living in a multicultural society affects couples and families. CACREP E.1 (MFT)
6. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems. CACREP E.2 (MFT)
7. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s). CACREP E.4 (MFT)
8. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families. CACREP F.4 (MFT)

IV. USE OF TECHNOLOGY

This course is supported with the video platform [www.Zoom.us](http://www.zoom.us) and **Canvas** (available at <http://elearning.harding.edu/>) to facilitate class participation. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and class participation

Equipment Requirements:

1. **Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly and are required.** (Apple MD827LL/A EarPods with Remote and Mic - Standard Packaging – White) Amazon: https://www.amazon.com/Apple-MD827LL-EarPods-Remote-Mic/dp/B0097BEG1C/ref=sr_1_1?s=books&ie=UTF8&qid=1480536372&sr=8-1&keywords=Apple+MD827LL%2FA+EarPods+with+Remote+and+Mic+-+Standard+Packaging+-+White
2. **Additional monitor for remote students required. Used monitor is okay.**
3. Laptop or tablet with camera or desktop computer with camera. On-ground students are encouraged to bring their laptops with camera to class and connect to the Zoom meeting with their computer.

4. Internet access using a latest version of a web browser such as Firefox (preferred), Google Chrome, or Microsoft Internet Explorer.
5. Latest version of Zoom software. This does change periodically without notification.

Each student is encouraged in 5754 to sign up for a free basic Zoom.us user account. It allows for meetings up to 40 minutes in length that will allow you to record your group projects. The recordings automatically download to your Zoom documents folder on your computer when the meeting closes. If more time is needed, student #2 can start a new meeting / record with “part 2” of the assignment and share the recording with fellow students. Go to <https://support.zoom.us/hc/en-us/articles/201362473-Local-Recording> for more information.

Canvas can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Canvas system, contact technical support for students by calling (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor’s email address is kmschelby@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

COUNSELING DEPARTMENT - INCLEMENT WEATHER POLICY:

Should weather make it inadvisable to travel to campus, you will be issued an invitation from your professor to a video platform meeting to “attend” class remotely. Should you be without power or internet connection, the class will be recorded so you can be responsible for that week’s class information. Please have ear buds with microphone capability or a headset on hand to facilitate this video platform. We will discuss this at the first class meeting.

V. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. **A reduction in points per assignment will be made for late submission and late submissions without prior authorization from your professor will result in a zero for the assignment.**

Students are to have read the assigned readings prior to the beginning of class per the course schedule. You will be asked to evaluate your preparation for each class period at the beginning of class. Make copies of the form from this syllabus for your evaluation.

Class preparation and participation is worth 10% of your final grade. Attendance is crucial, not just for the content, but to get the value of different viewpoints. Students will lose 3% of total grade for each hour of class missed.

Students are to have read the assigned readings prior to the beginning of class per the course schedule. Evaluation of your level of participation this semester will be based on the following criteria:

Level of Participation Rubric	Level
<ul style="list-style-type: none">• Demonstrates good preparation: knows readings well, has thought through implications of readings.• Offers interpretations and analysis of materials (not just recalling of facts).• Interacts with other students; able to hear other views, and respond professionally	A-level
<ul style="list-style-type: none">• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy)	B-level
<ul style="list-style-type: none">• Present, but not involved in discussions.	C-level

2. Reading:

Students are expected to have completed reading assignments per the course schedule. Reading assignments will be evaluated by self-report at the beginning of the intensive week and at the end of the semester. The percentage of reading completed will determine the grade.

This assignment is worth 20% of your final grade.

3. Sexual Integration Paper

Often identified as one of the most valuable parts of this course, this paper is designed to encourage personal growth and integration of Biblical values in sexuality. The specifics of this paper are detailed in another document that will be uploaded to Canvas.

The **body** of the paper should be **5 to 7 pages**. An "A" paper would integrate approximately 15 primary sources. This paper must follow APA 6th edition style and format, and it should have a cover page, body, and references (an abstract will not be necessary). Adherence to APA style and formatting will be strictly graded. Additionally, students are expected to turn in papers that have been reviewed and revised so that there are no grammatical or punctuation issues. Graduate level writing should be well beyond the basic issues addressed in an entry-level English composition undergraduate course. You will be expected to turn in two copies of your paper that have been edited by someone who has a solid understanding of grammar, punctuation, and APA formatting. These two copies should be uploaded via Canvas at the time you turn in your paper. Please list them as Rough Draft 1, Rough Draft 2, and Final Draft so I can easily see the difference between the documents (each edited copy that I do not receive will result in an automatic 10 points off your final grade on the paper).

The mid-term paper will be worth 30% of your final grade.

4. Book Report

Students will be given a list of acceptable books and asked to pick one to read. Students are required to provide an in-depth book report that integrates theology and psychology as it relates to sexuality. The specifics of this paper are detailed in another handout available through Canvas.

The paper should be a maximum of 5 pages and show follow APA guidelines. A title page and reference list are expected for this assignment. It will not be necessary to do an abstract.

This assignment will be worth 20% of your final grade

5. Final Exam

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since throughout the class and will include some comprehensive questions to assess students' grasp of the course content and implications.

The final exam will be worth 20% of your final grade.

B. Grading (The grading rubric for all papers is on page 9 of this syllabus.)

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation	10%
2. Assigned Readings	20%
3. Sexual Integration Paper	30%
4. Book Report	20%
6. Final Exam	20%
<i>Total for course</i>	<i>100%</i>

VI. TEXTS/MATERIALS

Required:

Crooks, R., Baur, K., Carrol, J., & Benokraitis, N. (2017). *Human sexuality and sex therapy: Harding School of Theology*. Boston: Cengage. ISBN: 978-1337447263.

McCluskey, C., & McCluskey, R. (2004). *When two become one: achieving sexual intimacy in marriage*. Grand Rapids, Mich.: F.H. Revell. (pp. 16-132)

Rosenau, D. (2002). *A celebration of sex* (Rev. and updated. ed.). Nashville: Thomas Nelson. (pp. 1-379). ISBN: 978-0785264675

Rosenau, D., & Wilson, M. T. (2012). *Soul virgins: redefining single sexuality*. Atlanta, GA: Sexual Wholeness Resources. (NOTE: 2006 Baker Books edition has identical text and is equally acceptable.)

Suggested:

Laaser, M. R. (2004). *Healing the wounds of sexual addiction: sexual integrity in a fallen world*. Grand Rapids, Mich.: Zondervan.

Penner, C. and Penner J. (2003). *The gift of sex: a guide to sexual fulfillment*. Nashville, TN: Tommy Nelson.

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

VII. COURSE SCHEDULE

Date	Topics/ <u>Assignments Due</u>	Readings
June 4 th	Sexual Integration Paper Due	Celebration of Sex: Ch. 1-15 Human Sexuality: Ch.1-7 When two become one: Ch. 1-9 Soul Virgins: Ch. 1-6
June 5 th -9 th	Intensive Week	
June 30 th	Complete Readings <u>Book Reports Due</u>	Remaining chapters in the required textbooks
July 21 st	<u>Final Exam</u> (taken on Canvas)	

TECHNOLOGY POLICY: Read and sign. Turn this in at the first class meeting.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is kmskelby@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

In our society, multitasking is the norm. Checking email, surfing the internet, social networking, and other technology tasks are done at the same time we interact with others. These tasks are totally inappropriate as you counsel people. Therefore, my classroom policy will not allow for any of these activities during our class time.

Listening to lectures, classmates, and video vignettes will provide you with practice opportunities to be fully present and hone your observation skills as you seek to learn counseling skills.

I commit to personal integrity in the use of technology and will abide by the policy above. I will also address a fellow student who is not following this policy and encourage him or her to further develop their attentiveness and observation skills.

Name

Date

Grading Rubric	The A paper	The B paper	The C paper	The D Paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading if sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possible responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization/Coherence	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.