

CLC 7786 —Human Sexuality
ASHLAND THEOLOGICAL SEMINARY
Summer Semester, 2017
Ashland Seminary Campus, (8:30 am- 4:15 pm)
August 3rd, August 4th, August 5th, August 10th, August 11, August 12th
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I. COURSE DESCRIPTION

This course focuses on issues of sexuality in counseling. Students will explore sexual development, sexual orientation, and the fundamentals of sexual biology. Strategies will be presented for intervening and monitoring client change in commonly occurring sexual disorders, clinically significant sexual problems, and paraphiliac conditions. Throughout the course, students will be challenged to develop and refine a Biblically- based theology of sex and theology of healthy sexuality.

II. STUDENT LEARNING OUTCOMES

1. Students will integrate various perspectives of the meaning and functioning of Human Sexuality. (*Student Learning Outcomes: K 2,3,5,9*)
2. Students will explicate Biblical views of Sexuality compared to and contrasted to secular views. (*Student Learning Outcomes: K 2,3,5,9*).
3. Students will identify and differentiate common sexual issues and sexual dysfunction that counselors will encounter with clients. (*Student Learning Outcomes K 2,3,5,9*)
4. Students will construct appropriate interventions using multiple counseling modalities to implement treatment that achieves resolution of clients' sexual issues. (*Professional Skills Objectives: PS 1,3,6*).
5. Students will articulate descriptive sexual language and discuss sensitive sexual issues with ease with their clients. (*Professional Skills Objectives: PS 1,3,6*).
6. Students will utilize and apply critical thinking to engage in discussions of aspects, theories and perspectives of sexuality and sexual issues. (*Professional Skills Objectives: PS 1,3,6*)
7. Students will explain treatment complexities for specific sexual issues such as gender identity and sexual orientation. (*Student Learning Outcomes: K 2,3,5,9*)
8. Students will identify personal attributes necessary for effective Human Sexuality Counseling. (*Personal Attributes Objectives: PA 1.2.3.4*).

KNOWLEDGE BASE. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Methods of Intervention and Prevention of Mental and Emotional Disorders — 4757-13-01(A)(5)(d)

III. TEACHING STRATEGIES

This class will utilize a variety of learning approaches including, but not limited to, lectures, small group presentations, large group discussions, guest speakers, small group discussions, multimedia presentations, case presentations, role play, reflection and assignments designed to help students foster critical thinking skills.

IV. COURSE REQUIREMENTS

A. Textbooks and Other Materials

Baur, K., & Crooks, R. (2016). *Our sexuality, 13th edition*. Belmont, CA: Cengage Learning. ISBN: 978-1-305-64652-0.

Smedes, L. B. (1994). *Sex for Christians, revised edition*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co. ISBN: 0-8028-0743-7.

B. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. **Class Participation and Engagement- (20%). Students will be assessed through the quality of their Positive Engagement and Participation** – Students are expected to participate in class discussions, small group presentations and to maintain appropriate conduct and attitude at all times.

Guidelines for Class Discussions/Participation.

1. Be Respectful and accept different viewpoints. Avoid debates.
2. Maintain confidentiality.
3. Share “air time” and avoid monopolizing discussions.
4. Speak for oneself and do not feel pressured to represent one’s group.
5. Listen carefully to others.
6. Strive for open-mindedness.

Source: Adapted from Miller, J. Donner, S., & Fraser, E. (2004). As cited in Miller, J. & Garran A. M. (2008). *Racism in the United States: Implications for the Helping Professions*. Belmont, CA:Thompson Brooks Cole, page 177

2. **Group Presentation (20%)** Students will be assessed as a group through the quality of the content and presentation of their group to the class. Each group will receive a specific assignment. Material will be drawn only from assigned course readings.
3. **Reflection Papers (10% x 2), (20%)** Students will submit two (APA format) reflection papers (4-6 pages each):one at the end the first week and one at the end of the second

week. There are three parts to each paper: 1. Students will personally reflect on new knowledge gained from the course. 2. Students will reflect on new professional skills gained from the course. 3. Students will reflect on new personal attributes gained from the course. The papers will include a cover page, citations from all course material (see Teaching Strategies) related to students' written content.

4. **Final Exam: (40%)** The Final will be an open book exam administered on the last day of class. It may/will include questions from all material covered in the course: class lectures, class discussions, reading assignments and group presentations. The exam will include True/False questions and Essay questions.

D. CALCULATION OF GRADE AND CONNECTION TO LEARNING OUTCOMES

<i>Assignments</i>	<i>ATS Learning Outcomes</i>	<i>Percent of Final Grade</i>
Participation	K- 2,3,5,9 PS -1.3,6 PA- 1,2,3,4	20%
Group Presentation	K 2,3,5,9	20%
Reflection Papers	K- 2,3,5,9 PS- 1,3,6 PA- 1,2,3	20%
Final Exam	K 2,3,5,9	40%

V. TENTATIVE COURSE SCHEDULE:

Reading	Baur & Crooks	Smedes	Topics
August 3rd	Chapters 1,5	Chapters 1,2	Class Outline
August 4th	Chapters 6,7	Chapters 3,4	Class Outline
August 5th	Chapters 8,9	"Second Thoughts" (Back of Book)	Class Outline
August 10th	Chapters 12,13		Class Outline
August 11th	Chapters 14,16	Chapter 7	Class Outline
August 12th	Chapters 17,18		Class Outline/ Final Exam

VI. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to continue learning about human sexuality through reading journals and books, attending professional workshops and conferences, and consulting with colleagues on the subject in order to maintain current information that will aid and increase their ability to serve clients.

VII. SEMINARY GUIDELINES

A. ATS Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

C. Students with Disabilities

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at 419-289-5904, or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Percent	Description
A	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	
B+	89-91	
B	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	
C+	80-82	

C	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	
D+	71-73	
D	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	
F	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VIII. Selected Bibliography or References

ARTICLES: Gender Differences

Gray, P. (February 15, 1993). *What is Love?* Time Magazine.

Sharpiro, L. (May 28, 1990). *Guns and Dolls*. Newsweek Magazine.

BOOKS

Arterburn, S., & Stoker, F., (2000) *Everyman's Battle: Winning the War on Sexual Temptation One Victory at a Time*. Colorado Springs, Colorado: Waterbrook Press.

Bell, R., (2007). *Sex God: Exploring the Endless Connections Between Sexuality and Spirituality*. Grand Rapids, MI: Zondervan.

Carnes, P., (1992). *Don't Call It Love: Recovery from Sexual Addiction*. New York, NY: Bantam Books.

Carnes, P., (2001). *Out of the Shadows: Understanding Sexual Addiction*. (3rd Ed.). Center City, Minnesota: Hazelden.

Grossman, M. (2007). *Unprotected: A Campus Psychiatrist Reveals How Politeness in Her Profession Endangers Every Student*. New York, NY: Penguin Group.

McLhaney, Joe & Freda Mckissic Bush. (2011). *Girls Uncovered: New Research on What America's Sexual Culture Does to Young Women*. Chicago, IL.: Northfield Publishing.

McMinn, Lisa Graham. (2004). *Sexuality and Holy Longing: Embracing Intimacy in a Broken World*. San Francisco, CA: Jossey-Bass.

Payne, Leanne. (1985). *Crisis in Masculinity*. Westchester, IL: Goodnews Publishers.

Siegel, D. (1999). *The Developing Mind: How Relationships and the Brain Interact to Share Who We Are*. New York: NY.

Rosenau, D. (2002). *A Celebration of Sex*. Dallas: Texas

White, M. (1994). *Stranger at The Gate. Trying to Be Gay and Christian in America*, New York, NY: Penguin Group.