

**ASHLAND THEOLOGICAL SEMINARY**  
**CLC 7786 Human Sexuality**  
**Fall Semester, 2020 DLS**  
**6:00 P.M.-8:45 P.M. (EST)**  
**6-week online course**  
**9/24/20, 10/1/20, 10/8/20, 10/15/20, 10/22/20, 10/29/20**  
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**This course is 100% online, and utilizes both an online synchronous teaching medium (virtually meeting “in person”), as well as asynchronous teaching medium (not simultaneous or concurrent but student self-directed). The class will meet during the scheduled class time on Thursdays, 6-8:45 p.m. EST via an internet connection. Access to a computer with web camera and sound, and internet connection is required. Familiarity with Blackboard Learning Management System is necessary.**

### **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 OBJECTIVES (DLO’S):** *This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

At the end of this course, students will:

1. Integrate various perspectives of the meaning and functioning of Human Sexuality. (KO 2,3,5,9)
2. Explicate Biblical views of Sexuality compared to and contrasted to secular views. (KO 2, 3,5,9).
3. Identify and differentiate common sexual issues and sexual dysfunction that counselors will encounter with clients. (KO 2,3,5,9)
4. Construct appropriate interventions using multiple counseling modalities to implement treatment that achieves resolution of clients’ sexual issues. (PSO 1,3,6).
5. Articulate descriptive sexual language and discuss sensitive sexual issues with ease with their clients. (PSO 1,3,6).
6. Utilize and apply critical thinking to engage in discussions of aspects, theories and perspectives of sexuality and sexual issues. (PSO 1,3,6)
7. Explain treatment complexities for specific sexual issues such as gender identity and sexual orientation. (KO 2,3,5,9)
8. Identify personal attributes necessary for effective Human Sexuality Counseling. (PAO 1,2,3,4).

### **III. KNOWLEDGE BASE**

**A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure**—This course meets the Ohio Administrative Code (OAC) requirement for 4757-13-01(A)(5)(d), Methods of intervention and prevention of mental and emotional disorders.

**B. CACREP CMHC Standards met in this course include:**

- C.8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders;
- D.9 Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate;
- E.3 Understands current literature that outlines theories, approaches, strategies and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

**IV. TEACHING STRATEGIES FOR STUDENT LEARNING**

This is a hybrid online class. In addition to the synchronous (“live”) portion of the class on Thursday at 6, there will be prerecorded lectures and/or videos posted online which students are expected to watch. There will also be weekly discussion topics that will demonstrate completion of reading assignments and critical thinking skills.

**A.** The schedule will be as follows:

- During the week between classes, students will watch the prerecorded lectures/videos available on Blackboard LMS for the week, read assigned readings, and take the quiz covering the previous week’s lecture to be submitted via Blackboard to the professor by Wednesday 11:59 p.m.
- There will be an assignment posted on Blackboard related to the week’s reading or prerecorded portion, due by Thursday at 5:59 p.m.
- Students will meet as a class (individually via internet) on Thursday for live content related to that week’s assigned topic/s and readings.
- By Sunday at 11:59 p.m., students will post a response to the assigned topic/question prompts for the next week on the Discussion Board feature on Blackboard. By Wednesday 11:59 p.m. students will post responses to at least 2 other students’ responses to the original topic/question prompts.
- No late assignments will be accepted; therefore, please refrain from waiting until the last moment to post your responses. Please do not ask for exceptions as there will be none for any reason.

**B.** Helpful points about posting your response to the topic and then about responding to 2 other answers:

- 1<sup>st</sup> answer the question/topic yourself with at minimum 1-2 paragraphs. Your answer should be thoughtful, comprehensive, and coherent. Demonstrate critical thinking reflective of a graduate level response, and incorporate readings and assignments into your response. Use APA format and cite sources correctly. Proof-read your response and use correct grammar.
- Submit your response first before reading other students’ responses.
- When replying to others’ posts, it is very important that your responses further the discussion as though you were having a conversation or discussion about the topic. Your response should be more than “nice post” or “I agree with what you said.” The point is to add depth to the discussion.
- It is important to recognize that students have differences in thoughts, values, and opinions. Please respect diversity, show respect even when disagreeing, and respond respectfully to the classmate. Transmission of any content that is harmful, abusive, offensive, or shaming will not be tolerated.

**V. REQUIRED TEXTS**

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

Balswick, J. K. & Balswick, J.O. (2008). *Authentic human sexuality: An integrated Christian approach* (2<sup>nd</sup> ed). IVP Academic. ISBN: 978-0-8308-2883-8.

**NOTE:** Although not required, please have ready access to both the DSM-5 and the APA Publication Manual, (7<sup>th</sup> Ed.)

## VI. CLASS SCHEDULE (Subject to change)

Week/Module	Crooks & Baur	Balswick & Balswick	Topics
9/24/20	Ch.1,5	Ch. 1	Perspectives on Sexuality; Gender
10/1/20	Ch. 3,4	Ch. 3	Sexual Physiology; Arousal and response; Authentic Sexuality
10/8/20	Ch.12,13	Ch. 2	Lifespan Sexual Development
10/15/20	Ch. 7	Ch. 7 OR 9	Intimate Relationships
10/22/20	Ch. 9	Ch. 5	Affectional &/or Sexual Affiliation
10/29/20	Ch. 12,13	Ch. 17	Inauthentic Sex; Coercive Sexual Behaviors

## VII. GRADING ELEMENTS

Student grades will be assigned based upon the following distribution of points (please note that the Seminary's grading scale will be used)

- **Weekly quizzes**
  - Objective quiz based on content from the reading and content presented during the synchronous portion of the class. Questions may include multiple choice, one word answer, true/false formats and will be posted on Blackboard following the class (quiz over class content from week 1 will be submitted the following week). Quizzes given after week 1. **(20 points possible/5 quizzes; 100 total pts possible)**
- **Final Exam**
  - Students will submit an essay final exam drawn from all materials presented in the weeks 1 through and including week 6. Further details will be provided by the professor. **(150 pts possible)**
- **Weekly Assignments**
  - Assignments will be posted on Black/board weekly and may include readings, prerecorded lectures, multimedia assignments, and questions to answer accordingly. These will begin after the 1<sup>st</sup> class and will be due weekly up through and including week 6. **(10 pts possible/5 assignments; 50 total pts possible)**
- **Engagement in Online Discussion**
  - Weekly discussion board prompts will be provided weekly beginning after the 1<sup>st</sup> class in the Discussion Board feature on Blackboard. Students are to respond to the prompt with at least 1-2 paragraphs and then respond to the posts of at least 2 of their classmates each week. Critical thinking as well as an evidence of learning about the topics and materials presented should be apparent. These posts are to be discussions,

not just sharing of opinions. Further details will be provided. Posts are to be submitted on time, and there are no extensions allowed for any reason. **(30 pts possible/5 assignments; 150 total pts possible)**

### VIII. CALCULATION OF GRADE AND CONNECTION TO LEARNING OUTCOMES

<i>Grading Element Title</i>	<i>Associated Student Learning Outcomes</i>	<i>Associated CACREP Standards</i>	<i>Percent of Final Grade</i>
<b>Quizzes</b>	2,3,4,5	C.8	12.5%
<b>Final Exam</b>	2,3,5,9	C.8	37.5%
<b>Discussion Boards</b>	1,2,3,5,6,9	C.8, E.3	37.5%
<b>Weekly Assignments</b>	2,3,5,6,7,8	C.8, D.9, E.3	12.5%

### IX. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	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-	3.7	92-96	
B+	3.3	89-91	
B	3.0	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-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

### XI. 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.

## **XII. ASHLAND MULTILITERACY CENTER FOR WRITING, SPEAKING, AND DIGITAL COMMUNICATION**

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person. **To schedule an appointment**, visit Ashland Multiliteracy Center and select “Graduate” from the schedule menu.

## **XIII. ACCESSIBILITY RESOURCES AND ACCOMMODATIONS**

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 the Student Accessibility Center at 419-289-5904, or send an email to [dservice@ashland.edu](mailto:dservice@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

## **RECOMMENDED ADDITIONAL RESOURCES**

- Barret, B. & Logan, C. (2002). *Counseling gay men and lesbians: A practice primer*. Brooks/Cole. ISBN: 0-534-55084-3.
- Buchwald, E., Fletcher, P., Roth, M, (Eds). (2005). *Transforming a rape culture*. Milkwood Edition.
- Deveraux, L.L. & Hammerman, J. (1998). *Infertility & identity: New strategies for treatment*. Jossey-Bass. ISBN: 0-7879-3881-5
- Doka, K.J. & Tucci, A.S. (Eds.). (2020). *Intimacy and sexuality during illness and loss*. Hospice Foundation of America. ISBN: 978-1-893349-24-7.
- Driscoll, F. (1997). *The rape poems*. Pleasure Boat Studio.
- Dworkin, S.H. & Pope, M. (Eds). (2012). *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families*. American Counseling Association.
- Fine, C. (2010). *Delusions of gender: How our minds, society and neurosexism create difference*. ISBN: 978-0-393-34024-2
- Johnson, T. C. (1999). *Understanding your child’s sexual behavior: What’s natural and healthy*. New Harbinger Publications. ISBN:1-57224-141-1.
- Lee, J. (2012). *Torn: Rescuing the gospel from the gays-vs-Christians debate*. Jericho Books. ISBN:978-1-4555-1430-4.
- Long, L.L., Burnett, J.A., & Thomas, R.V. (2006). *Sexuality counseling: An integrative approach*. Pearson. ISBN:0-13-171052-4.
- Montemayor, R. (2019). *Sexuality in adolescence and emerging adulthood*. Guilford Press. ISBN: 978-1-4625-3716-7.
- Sax, L. (2005). *Why gender matters: What parents and teachers need to know about the emerging science of sex differences*. Three Rivers Press. ISBN: 978-0-7679-1625-7.
- Sax, L. (2010). *Girls on the edge: The four factors driving the new crisis for girls*. Basic Books.
- Yarhouse, M.A. & Burkett, L.A. (2003). *Sexual identity: A guide to living in the time between the times*. University Press of America. ISBN:0-7618-2603-3