

**PSY5230 HUMAN SEXUALITY**  
**Reformed Theological Seminary**  
**June 8-July 3, 2020**  
3 Credit Hours

**Instructor**

Sharon A. Hersh, M.A., LPC

**Contact Information**

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**Class meeting time**

Monday – Friday, 2:00 pm – 4:00 pm via Zoom video

**Office Hours:**

TBA

**Course Description**

Description of the course.

This course provides an overview of biological, psychological, behavioral and theological material concerning human sexuality, including DSM-5 diagnostic categories and treatment options for individual and couples seeking therapy. Topics will include categories of the theology of sexuality, human anatomy, sexual cycles and phases, sexual problems, dysfunctions and treatments. Additional categories may include sexual abuse, adolescents, aging, gender dysphoria, sexual orientation, sex and the media.

*Clinical Mental Health Counseling Areas*

The aim of the master's in counseling program at Reformed Theological Seminary is to train students to become competent and compassionate professional counselors by equipping them to think theologically, live Biblically, and engage globally.

*CMHC Foundations:* The course is designed to provide student with the opportunity to gain an understanding of sexuality and how to engage in the topic with clients in a therapeutic relationship.

*CMHC Contextual Dimensions:* The course will introduce students to ways to comfortably engage the topic with clients who may be experiencing difficulties in their understanding of sexuality and their sexual relationships. It is designed to help students learn how to engage in treating different types of sexual difficulties that may be presented in a therapy relationship. The curriculum of Human Sexuality will provide opportunities to examine case studies and consider a broad range of topics in working with individuals and couples.

*CMHC Practice:* Students who think theologically will develop a professional counselor identity that is grounded in Christian theology and sound clinical practice. Students who live Biblically will demonstrate congruence between their faith and their actions in their personal and professional lives by maintaining a commitment to the process of ongoing spiritual formation. Students who engage globally will fulfill their call to serve others by being sensitive and responsive to the needs of diverse cultural, populations.

**Course Objectives (Knowledge and Skill Outcomes)**

Students will demonstrate comprehension of the following:

- CO1. Theories and Models of Counseling.
- CO2. Ethical Strategies - Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted therapeutic relationships.
- CO3. Methods used in the scientific study of human sexuality to better understand and evaluate treatment approaches.

- CO4. Human anatomy and physiology of sexual function including genetics, human development, sexual response, and sexual function in order to assist clients in creating a comfortable sexual dialogue and provide helpful education to benefit the therapeutic process.
- CO5. Unique categories for adolescents, single adults, disabilities, and aging.
- CO6. The effect of sexual abuse and trauma on human sexuality.
- CO7. Sexual dysfunction and categories for treatment with training in making effective referrals.
- CO8. Biblical and theological perspectives on human sexuality.
- CO9. Categories to talk to children and adolescents and help parents talk to their children about sex.
- CO10. Understanding and compassion for the various topics related to sexual behaviors including sexual addiction, infidelity, same-sex attraction, and gender identity.
- CO11. Appreciation of self as a sexual being and an individual sexual ethic, in light of cultural, religious, historical, and physiological perspectives.
- CO12. An understanding of caring for the person of the therapist dealing with sexual issues in the therapy setting employing careful boundaries, dealing with transference and counter-transference, and exercising self-care.

## Methods of Instruction

This course will be conducted through live Zoom online video. To achieve the objectives of the course and address the course content, the instructor will utilize a variety of teaching interventions, including lecture, case studies, small group discussion, presentation and discussion of course texts, research in the field, and relevant films related to human sexuality.

## Assignments (Student Performance Evaluation Criteria)

**A1. Participation (20%).** Class discussion of class material, course texts, current research in the field, and relevant films related to human sexuality.

**Write** a 2-3-page Reflection paper on a specific narrative of an experience within your family that you feel reveals how your personal sexual ethic was or was not formed. (Do not write this paper before engaging in the class material June 8-12).

You will be invited to read your narrative to the class as part of your learning and professional and personal development during the week of June 15-19. You can choose to share only a portion of your story or the entire narrative.

**A2. Case Studies (20%).** Based on the cases presented in the reading and your reflection on your personal narrative, write a 2-3-page analysis of the dynamics in your family and your personal role in your family system. Include how this has impacted your personal sexual ethic presently in how you relate to self, others, and God. Write about how this may impact the way you interact and operate as a counselor. Due June 21.

**A3. Reading (20%)** Read the required texts and be prepared to discuss them in class on the assigned day.

To develop an adequate foundation in understanding human sexuality, students are expected to read from a variety of sources. To become conversant with topics covered in the course, students are to read not only

the required texts, but also other sources. Complete your readings report on your Canvas account. Due July 2.

**A4. Sexual Development Paper (40%).** Write a 10-14-page paper on this history of your sexual development and who you have become as a man or woman in response to your sexual history. Consider formative events, your family of origin and see the themes that comprise your sexual ethic. Some questions to consider (this is not an exhaustive or required list of topics): Due August 3.

1. What the sexuality-related experiences that have brought you shame?
2. Consider your body's developmental process and the effect on your sense of self?
3. What role has sexual abuse or trauma played in your life?
4. Consider your first and ongoing experiences of pornography.
5. Consider the atmosphere in your home and words spoken or not spoken about sexuality.
6. How was Biblical sexuality presented in your family?
7. How was gender identity and gender roles presented and integrated in your family?
8. How have you overcome or will overcome any destructive patterns or beliefs?
9. How will your own sexual development contribute to your counseling?

### Required Course Materials:

- M1. Yarber, W. I., Sayad, B. & Strong, B. (2012). *Human sexuality: Diversity in contemporary America*, 8<sup>th</sup> Edition. New York, NY: McGraw Hill. ISBN-13: 978-0078035319
- M2. Berry, Wendell, (1994). *Sex, economy, freedom & community*. Berkeley, CA: Counterpoint. ISBN-13: 1640091408. Read Chapter 8, an important philosophical perspective on sex and culture.
- M3. Schnarch, David (2009). *Passionate marriage: Keeping love and intimacy alive in committed relationships*. W. W. Norton. ISBN-13: 978-0393334272. Read Chapters 1-5.
- M4. Stringer, Jay. (2018) *Unwanted*. Colorado Springs, CO: NavPress. ISBN-13: 978-81631466724. (Can be ordered in paperback from christianbook.com or for *Kindle* from amazon.com.
- M5. Tchividjian, B. (2015, July 31). An abuse survivor speaks to the church [Blog post]. Retrieved from <https://religionnews.com/2015/07/31/an-abuse-survivor-speaks-to-the-church/>
- M6. Tchividjian, B. (2015, August 28). False narratives of Christian leaders caught in abuse [Blog post]. Retrieved from <https://religionnews.com/2015/08/28/false-narratives-of-christian-leaders-caught-in-abuse/>

Choose one of the following:

- M7. Hill, Wesley (2016). *Washed and waiting: Reflections on Christian faithfulness and homosexuality*. Grand Rapids, MI: Zondervan. ISBN-13: 978-0310534198.
- M8. Butterfield, Rosaria Champagne (2012). *The secret thoughts of an unlikely convert: Expanded edition*. Pittsburgh, PA: Crown & Covenant. ISBN-13: 1884527807.
- M9. Hersh, Sharon (2006). *"Mom, sex is no big deal! Helping your adolescent develop a healthy sexual ethic*. Colorado Springs, CO: Waterbrook. ISBN: 0877882029

M10. Walker, Andrew T (2017). *God and the transgender debate*. The Good Book Company.  
 ISBN-13: 978-1784981785.

## Course Process and Schedule

*Include a narrative about course process and the schedule.*

Lecture ID	Date	Topic	Reading Due	Assignments Due	Course Objectives
L1 L2	6/8 6/9	1. Introduction 2. Syllabus Review	Yarber Ch. 1-7, (M1)	A3	1,2,3,4,11
L3 L4	6/10 6/11	1. Developing a Sexual Ethic	Berry, Ch. 8 (M2)	A3	2,9,11,12
L5 L6	6/12 6/15	1. Human Sexual Development Overview and Theories	Stringer (M4)	A3	1,2,4,8,9,11
L7 L8	6/16 6/17	1. Categories for Adolescents 2. Categories for Adult Singles			1,2,4,5,9,10,11
L9 L10	6/18 6/19	1. The Subject of Abuse		Present personal narrative (A1)	1,2,4,5,6,7,10,11
L11 L12	6/22 6/23	1. Sabotage/Protection of Practice and or Ministry	"An Abuse Survivor Speaks Out" (M5) and "False Narratives of Christian Leaders" (M6)	Written reflection and analysis (A2)	1,2,4,6,11,12
L13 L14	6/24 6/25	1. Sex and Marriage 2. The Healthy Sexual Cycle	Yarber Ch. 10-18 (M1) Schnarch Ch. 1-5 (M3)		1,3,4,8
L15 L16	6/26 6/29	1. Sexual Dysfunction 2. Infidelity			1,3,4,6,7,8,10,11,12
L17 L18	6/30 7/1	1. Same-Sex Attraction	Optional Reading (M7, M8, M9, M10)		1,3,4,5,6,8,10
L19 L20	7/2 7/3	1. Gender Identity 2. Conclusion			1,2,3,4,5,10,11,12
	8/3			Sexual Development Paper due 8(A4)	2,4,6,8,10,11,12

## **Policies and Important Information**

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Submission of work.** Online presentation and through Canvas.

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

**Anonymity.** All written assignments and exams should be identified by the last six digits of your Self-Service ID number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work.** All work returned to students will be available through Canvas.

### **Grading Scale:**

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

### **Attendance Policy:**

Regular attendance is expected and required. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to get any missed materials or content covered in lectures.

### **Class Participation:**

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of their work. Each student is expected to read all of the assigned materials in advance for each class and have prepared comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

## Student Learning Outcome Table

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

<b>CACREP Standard(s)</b>	<b>Course Objective</b>	<b>Material</b>	<b>Lecture</b>	<b>Assignment / Evaluation</b>
	CO1. Theories/Models	M1, M3	L1-10	A1, A2, A3, A4
	CO2. Ethical Strategies	M2	L1-10.	A1, A2, A3, A4
	CO3. Methods Used in Scientific Studies	M1, M3	L1-10	A3
	CO4. Human Anatomy & Sexual Function	M1, M3, M4	L1, 3, 4, 7, 8	A3, A4
	CO5. Unique Categories for Adolescents, Adult Singles, Disabled, Aging	M1, M3, M4, M6, M7, M8, M9	L3,4	A1, A2, A3, A4
	CO6. Sexual Abuse	M1, M4, M5, M6	L4, 5, 6, 8	A3, A4
	CO7. Sexual Dysfunction	M1, M3	L8	A3
	CO8 Biblical and Theological Perspectives	M2, M3, M5, M6, M7, M8, M9, M10	L1-10	A1, A2, A3, A4
	CO9. Categories to Talk to Children/Adolescents	M2, M9	L2, L4	A1, A2, A3
	CO10. Addiction, Infidelity, Same-Sex, Transgender	M4, M5, M6, M7, M9, M10	L4, 5, 6, 8, 9, 10	A3
	CO11. Self as Sexual Being	M2, M4, M7, M8, M10	L1-10	A1, A2, A3, A4

### Course Objectives Related to MAC\* Student Learning Outcomes

Course: PSY5230 Human Sexuality

Professor: Sharon Hersh, MA, LPC

Campus: Orlando

Date: Summer 2020

<b>MAC* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		<ul style="list-style-type: none"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Student will articulate, through written work and classroom presentations an integrated Biblical, historical (both personal and in this field) teaching, details, concepts and frameworks for developing a sexual ethic and translating it into the counseling context.
<b>Social &amp; Cultural Diversity</b>	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Moderate	Every category of developing a sexual ethic and translating it to clients is viewed with a desire to encourage the student to conform to the Word of God and lead clients to do the same. This course is taught primarily from a perspective of what is ongoing in the United States.
<b>Human Growth &amp; Development</b>	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Strong	Student will be asked to look at their personal life through the lens of Addiction in a way that offers the opportunity for further transformation and a call to sanctification.
<b>Career Development</b>	Understands and applies theories and models of career development, counseling, and decision making.	Strong	Students will apply sexual ethics, theories, and models to the development of a counseling practice, including understanding their own strengths and weaknesses as a therapist in the area of sexuality.
<b>Counseling &amp; Helping Relationships</b>	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Strong	Students will apply ethics, theories, and models to their own sexual history and to case studies, developing treatment and

			intervention plans.
<b>Group Counseling &amp; Group Work</b>	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Strong	Students will process ethics, theories, and models of counseling in the group setting of class. They will also focus on translating these into the church setting.
<b>Assessment &amp; Testing</b>	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Moderate	Students will understand the criteria for assessing sexual dysfunction and dysphoria as well as the healthy sexual cycle.
<b>Research &amp; Program Evaluation</b>	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Strong	Students will think critically and evaluate cultural myths regarding sexuality as well as a Biblical sexual ethic and integrate both into the practice of mental health counseling.
<b>Clinical Mental Health Counseling</b>	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Strong	Students will use their own sexual history as well as case studies to demonstrate the knowledge and skills necessary for clinical mental health counseling.
<b>Integration (Biblical/Theological)</b>	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Strong	Every category of human sexuality is viewed with a desire to encourage the student to conform to the Word of God and lead clients to do the same.
<b>Sanctification</b>	Demonstrates a love for the triune God.	Strong	Student will be asked to look at their personal life through the lens of sexuality in a way that offers the opportunity for further transformation and a call to sanctification.