

PSY5230 HUMAN SEXUALITY
Reformed Theological Seminary – Orlando
January 2022
3 Credit Hours

Instructors

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Course Description

- CD1.** To create an in-depth understanding of sexual biology, psychology and values, as desensitization takes place so that each student is at ease talking and counseling in the sexual area of personality and relationships.
- CD2.** Assist students in understanding human sexuality issues (e.g., gender, sexual functioning, and sexual orientation) and their impact on family and couple functioning. This course does not prepare students to function as sex therapists.
- CD3.** To impart an understanding of common sexual questions, myths, and problems, as basic therapeutic answers and interventions are developed with the ability to diagnose, educate and strategically refer when needed.
- CD4.** To encourage and assist each student in understanding and becoming comfortable with their own sexuality, as they integrate a Biblical values system into their lives and counseling practice.

Course Objectives (Knowledge and Skill Outcomes)

After successful completion of the course, 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 to become comfortable with the topics of human sexuality in order to assist clients in creating a comfortable sexual dialogue and providing 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, 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 and caring for the person of the therapist dealing with sexual issues in the therapy setting—employing careful boundaries, dealing with transference and counter-transference, exercising healthy self-care.

Methods of Instruction

There will be a variety of instructional and evaluative activities utilized, including: lecture, handouts, readings, role-plays, experiential exercises, interactions with the internet, and guest speakers. Any experiential exercises are designed to help illustrate the educational process and contribute to your professional development. Educational exercises are not designed to be intrusive and there will be no pressure to disclose personal information beyond your comfort level. All students are expected to treat this environment with mutual respect and confidentiality.

Assignments (Student Performance Evaluation Criteria)

- A1. Class attendance.** (10% of grade). See class attendance required in the policy section of the syllabus.
- A2. Class participation.** (15% of grade). See class participation required in the policy section of the syllabus.
- A3. Complete required reading.** (15% of grade). Complete reading quiz.
- A4. Final exam paper.** (25% of grade): Students will write a 5–7-page integration paper relating The Song of Songs to one of the topics covered in class or in the readings. This exploration should be presented in the form of a short teaching (or a psycho-educational intervention) you might offer to someone in need of reorienting their sexual struggle toward God’s narrative of sexuality as presented in The Song of Songs.
1. Your integration paper should illuminate three areas: the person, the relevant biblical passage or theme, and your ability to interrelate them.
 2. Begin with a brief introduction of the person you are helping and their presenting problem. This imaginary person should be based on someone you know or it could be an exploration of your own issue regarding sexuality.
 3. Select a single passage or one over-arching theme from The Song of Songs as a response to the person’s presenting sexual need, problem, or misconception.
 4. Bear in mind that a presenting issue is often only the tip of the iceberg, as it were. Try to demonstrate your awareness of how The Song might address a spiritual problem underpinning their sexual discontent.
- A5. Sexual autobiography paper.** (35% of grade): Students will write a 10–14-page reflection on formative events that have shaped their sexuality. Below are the purpose, limits, structure, and final reflection questions for this assignment.

1. Purpose: To offer students further opportunity to notice important features of their own experience of sexuality in light of the course material. To more deeply appreciate the goodness of God in having created us as sexual beings and a truer grasp of God's redemption of our sexuality.
2. Limits: This assignment should not be approached as if it were a personal *expose*. Write about experiences that evoke care, concern, or curiosity in you.
3. Structure: Sequence your autobiography in chronological order, or make sure the reader can easily follow the time sequence. Structure your autobiography by framing specific stories with general statements about the season of life you are revisiting. Choose formative events that you believe contributed to setting future trajectories in your life as a sexual being. Try to comment on the links between events that help sustain thematic continuity throughout the various seasons of your life. Equally importantly, comment on events that seem to disrupt expectations or that create discontinuity. Do not feel compelled to have a complete explanation for the significance of any given scene. Making note of good questions, or the as yet unexplained connections, is just as important as conclusions in your autobiography.
4. Final Reflections: *after you've finished the narrative portion of your autobiography, conclude your paper by taking two pages to respond to any two of the following question.*
 - a. What sections of your autobiography cause you the most tension or discomfort? Why those sections, and why that response?
 - b. What sections of your autobiography elicited the most excitement, delight or hope? Why those sections, and why that response?
 - c. If you were counseling someone with this autobiography, what are some initial responses and follow-up questions you might have?
 - d. If you presented this autobiography to someone you were seeing for counseling, what section(s) would you most want noticed?
 - e. If you presented this autobiography to someone you were seeing for counseling, what section(s) would be the most challenging for you to talk about? Why?
 - f. What connections are evident when tracing your early experiences to later choices?
 - g. What surprised you in the process of writing your sexual autobiography?
 - h. What parts of your autobiography relate, positively or negatively, to your desire to know and love God?

A6. Course evaluation completion. (0% but required for the course completion): Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a Canvas quiz. This will not count toward your grade but is necessary for successful completion of the course.

Required Course Materials (Texts, Readings, Videos, etc.)

M1. Yarhouse, M. A., & Tan, E. S. N. (2014). *Sexuality and sex therapy: A comprehensive Christian appraisal*. IVP Academic. ISBN-13: 978-0830828531

- M2.** Yarber, W. and Sayad, B. (2018). *Human sexuality: Diversity in contemporary society* (10thed.). McGraw-Hill Education. Read pages 2-24, 31-52. Available on Canvas.
- M3.** Rosenau, D. E. (2002). *A celebration of sex* (Revised and updated ed.). Thomas Nelson. Read chapters 6-23. ISBN-13: 978-0785264675
- M4.** Allender, D. B. (2016). *Healing the wounded heart: The heartache of sexual abuse and the hope of transformation*. Baker Books. ISBN-13: 978-0801015687
- M5.** Stringer, J. (2018). *Unwanted: How sexual brokenness reveals our way to healing*. NavPress. Read chapters 2-5, 8-9, 11-12, 14, 19. ISBN-13: 978-1631466724
- M6.** Schnarch, D. The AAMFT podcast: Episode#3. <https://youtu.be/3ZgmbkFnnm4>

Optional Course Materials

Brizendine, L. (2010). *The male brain*. Harmony Books. Pages 30-78

Brizendine, L. (2006). *The female brain*. Harmony Books. Pages 31-93

Yarhouse, M., & Sadusky, J. (2020). *Emerging gender identities: Understanding the diverse experiences of today's youth*. Brazo Press.

Course Process and Schedule

Lecture ID	Date	Topic	Reading Due	Assignments Due	Course Objectives
L1	1/5	1. Introduction 2. Integrated Theology of Sex 3. Sexual Identity 4. Sexual Development 5. Sexual Anatomy			1,2,3,4,11
L2	1/6	1. Categories for Adolescents 2. Categories for Adult Singles 3. Sex and Aging			1,4,6,8,9,11,12
L3	1/11	1. Sex and Culture			1,2,3,4,5,7,8,9,10,11,12
L4	1/12	1. Gender Identity			1,2,3,4,5,9,10,11,12
L5	1/13	1. Sexual Trauma 2. Understanding re-enactment in trauma			1,2,4,7,10,11
L6	1/18	1. Counseling Extra-marital Affairs 2. Introduction to Counseling Sexual Addiction 3. Understanding re-enactment in addiction			1,2,3,4,6,8, 11,12
L7	1/19	1. Sexual History Taking 2. Making Effective Referrals 3. Transference and Counter Transference			1,2,3,4,7,8,11
			Feb. 18, 2022	Feb. 18, 2022	

Policies and Important Information

Written Work Format. All written work must conform to current American Psychological Association (APA) style (7th ed.) unless otherwise specified. 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.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

MAC Program Disability Policy. If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. You must provide a letter from the Dean of Students that verifies your disabled status. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

Access to Research Database. RTS provides Jackson MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library or from your home computer by following the link below and logging in with a username and password to be provided in class.
<http://search.ebscohost.com/>

Submission of work. All assignments should be submitted on the Canvas course webpage.

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.

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. Class attendance is expected and required. Each hour of the intensive that is missed will deduct 3 points from the final grade. 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 obtain any materials handed out or presented during the missed class time from a classmate.

Class Participation. Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written 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.

CACREP Standard(s)	Course Objective	Material(s)	Lecture	Assignment(s)
	CO1. Theories and Models of Counseling CO3. Methods	Yarhouse; Tan	L1-7	A3. Readings A5. Paper
	CO2. Ethical Strategies CO8. Theological Perspectives	Yarhouse; Tan; Rosenau	L1-7	A3. Reading A4. Final exam
	CO4. Anatomy	Yarhouse; Tan	L1-7	A3. Readings A4. Final Exam
	CO5. Developmental CO9. Family Sex Ed	Yarhouse; Tan	L1-7	A3. Readings
	CO6. Trauma CO7. Dysfunction	Yarhouse; Tan; Allender; Stringer	L1-7	A3. Readings
	CO10. Understanding & Compassion CO11. Person of Counselor CO12. Therapy Setting	Yarhouse; Tan	L1-7	A3. Readings A5. Paper

Course Objectives Related to MAC* Student Learning Outcomes

Course: PSY5230 Human Sexuality

Professor: Mike Winkler, Kelly Winkler

Campus: Orlando

Date: Winter Semester 2022

MAC* Student Learning Outcomes <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>		Rubric <ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	Mini-Justification
Professional Counseling Orientation & Ethical Practice	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	Theoretical orientation and “self of the therapist” (especially the ethics of working with sexual issues) are discussed in length.
Social & Cultural Diversity	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	When the data is available, cultural and social impact to sexuality is discussed.
Human Growth & Development	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	Specific to sexual development across the lifespan.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	None	
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Specific to ethical assessment, diagnosis, and treatment of sexual issues.
Group Counseling & Group Work	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.	None	
Assessment & Testing	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.	Minimal	Testing and assessment for sexual issues is discussed, but covered more thoroughly in an intermediate course.
Research & Program Evaluation	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.	Minimal	Research presented is evaluated critically but program evaluation is not discussed.

Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Minimal	This course is specific to counseling for sexual issues only.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Strong	Each subject is discussed from an integrated prospective.
Sanctification	Demonstrates a love for the triune God.	Strong	Is the core to the primary theology presented in the course.