**PSY5230 HUMAN SEXUALITY**

**Reformed Theological Seminary – Jackson**

January 2022

3 Credit Hours

**Professors:**

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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 (gender, sexual functioning, and sexual orientation) and their impact on familyand couple functioning.

CD3: Utilizing the DEC-R model (Dialogue, Educate, Coach & Refer) 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)**

Students will demonstrate comprehension of the follow:

1. Theories and Models of Counseling.
2. Ethical Strategies - Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted therapeutic relationships.
3. Methods used in the scientific study of human sexuality to better understand and evaluate treatment approaches.
4. 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.
5. Unique categories for adolescents, single adults, disabilities, and aging.
6. The effect of sexual abuse and trauma on human sexuality.
7. Sexual dysfunction and categories for treatment with training in making effective referrals.
8. Biblical and theological perspectives on human sexuality.
9. Categories to talk to children and adolescents and help parents talk to their children about sex.
10. Understanding and compassion for the various topics related to sexual behaviors including sexual addiction, infidelity, same-sex attraction, gender identity.
11. Appreciation of self as a sexual being and an individual sexual ethic, in light of cultural, religious, historical, and physiological perspectives
12. 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, guest speakers, and others. 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: Attendance is crucial, not just for the content, but to get the value of different professors and viewpoints. **Students will lose 3% of their *final grade* for every hour of class missed for any reason.** Exceptions to this must be approved by Dr. Hurley before class.

**A2: Students are expected to have completed reading assignments before coming to class.** A Reading Report will be filled out at the class.

A3: Final Exam. Students will complete an online exam covering the course material. Exam link will be provided in class. Exam is 100 objective questions (multiple choice and True/False). Exam is not timed, but is closed book and notes. Link will be provided after the last lecture day.

A4: Sexual Autobiography and Integration Papers: Two-part paper which will encourage personal growth and integration of values. The autobiography will not be submitted but will have an Autobiography Report. Papers will be detailed in another handout.

A5: Course Evaluation 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.)**:

Note: Required/recommended reading and the included bibliography does not necessarily represent the position of the professors, the Institute for Sexual Wholeness or Reformed Theological Seminary but is reflective of theories and perspectives on this subject in the field. Time will be spent in class discussing the reading and critiquing it from a Biblical Christian perspective that is in line with the stated theology of ISW and RTS.

**M1**: Yarber, W. and Sayad, B. (2018). Human Sexuality: Diversity in Contemporary Society. 10th Edition. McGraw-Hill Education, ISBN-13: 978-1260397123

**M2**: Rosenau, D. (2002). *A celebration of sex* (Rev. and updated. ed.). Nashville: Thomas Nelson. ISBN: 978-0785264675

**M3**: Rosenau, D., & Wilson, M. T. (2012). *Soul virgins: redefining single sexuality*. Atlanta, GA: Sexual Wholeness Resources. ISBN: 978-0985810719

**M4**: Laaser, M,R. (2004). Healing the wounds of sexual addictions, MI: Zondervan. ISBN: 978-0310256571

**M5**: Sytsma, M. (2020). *In Divine Glory: An Introduction to Human Sexual Anatomy and Physiology for the Sex Therapist (eBook).* Sexual Wholeness Resources. (Purchase at: <http://sexualwholenessresources.com/indivineglory/>)

Articles will be provided to download:

**M6**: Rosenau, D.E., Sytsma, M., and Taylor, D.L. (2001). Sexuality and Sexual Counseling: Learning and Practicing the DEC-R Model. In T. Clinton, and G. Ohlschlager (Eds.) Competent Christian Counseling, Colorado Springs: Waterbrook.

**M7**: Sytsma, M. (2018). Strategies for Couple Sexual Problems. In J. Thomas (Ed.), *Counseling Techniques: A Comprehensive Resource for Christian Counselors*. Grand Rapids, NY: Zondervan.

**M8: Course Packet** – In addition to the above texts and articles, students will purchase a handout packet for the course. Packet will be available for online purchase and download with a link—the week before class. This packet contains the slides used in teaching as well as additional course material constituting over 200 pages. Students will be able to print the packet or bring it to class in electronic form. **Packet is required.**

**Optional Materials**:

**M1:** Cutrer, W. R., Glahn, S., & Sytsma, M. (2020). *Sexual Intimacy in Marriage, 4th ed*: Kregel Publications.

**M2:** Feldhahn, S, Sytsma, M. (2023). *Secrets of Sex and Marriage*, Grand Rapids, MI: Bethany House.

**M3:** Jones, S., & Jones, B. (2019). *How and When to Tell Your Kids about Sex: A Lifelong Approach to Shaping Your Child's Sexual Character*: NAV Press.

**M4:** Laaser, D. (2008). *Shattered vows : hope and healing for women who have been sexually betrayed*. Grand Rapids, Mich.: Zondervan.

**M5:** McCluskey, C., & McCluskey, R. (2004). *When two become one: achieving sexual intimacy in marriage*. Grand Rapids, Mich.: F.H. Revell. (pp. 16-132)

**M6:** Penner, C. L., & Penner, J. J. (2017). *The Married Guy's Guide to Great Sex*: Focus on the Family Publishing.

**M7:** Penner, J. J., & Penner, C. L. (2017). *Enjoy: The Gift of Sexual Pleasure for Women*: Focus on the Family Publishing.

**Course Process and Schedule**

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

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| --- | --- | --- | --- | --- | --- |
| **Lecture ID** | **Date** | **Topic** | **Reading Due** | **Assignments Due** | **CACREP 2016**  **Standards** |
| L1 | 1/5 | Introduction and overview of the course | Course Packet | Reading Assignments due prior to class |  |
| L2 | 1/5 | Sex in Culture | Yarber cpt 1 |  |  |
| L3 | 1/12 | Yada Sex | Course packet |  |  |
| L4 | 1/2 | Toward an Integrated Theology of Sex | CoS chpt 1,2 |  |  |
| L5 | 1/12 | Personal development of the Sex Counselor | Course Packet |  |  |
| L6 | 1/5 | Introduction to the DEC-R  Guidelines for Sexual Integrity in the Clinical Setting | DEC-R article |  |  |
| L7 | 1/5 | Language and Narrative in Sex Therapy | COS chpt. 8 |  |  |
| L8 | 1/5 | Sexual Anatomy/Physiology | Yarber cpt 3,4  Sytsma 2020 |  |  |
| L9 | 1/5 | Sexually Transmitted Infections | Yarber cpt 15, 16 |  |  |
| L10 | 1/12 | Toward a Biblical view of Birth Control | Yarber cpt 11 |  |  |
| L11 | 1/6 | Developmental Sexuality | Yarber cpt. 6  COS Cpt. 19 |  |  |
| L12 | 1/12 | Gender Identity | COS cpt. 13,14  Yarber cpt.5 |  |  |
| L13 | 1/12 | Sexual Identity | Chapter 3  Article |  |  |
| L14 | 1/12 | Single Sexuality | SV-Rosenau and  Wilson |  |  |
| L15 | 1/6 | Sex and Aging | COS cpt. 20  Yarber 7 |  |  |
| L16 | 1/13 | Sexual Behaviors and Values Clarification | Class Discussion |  |  |
| L17 | 1/13 | Atypical Sexuality | Yarber ch 10 |  |  |
| L18 | 1/6 | Introduction to Sexual Trauma | Yarber ch. 17  COS chpt. 24 |  |  |
|  |  |  |  |  |  |
| L19 | 1/13 | Intro to Counseling Sexual Addiction | Laaser 2004 |  |  |
| L20 | 1/12 | Sexual History Taking | Sytsma 2018  Rosenau et. Al 2002 |  |  |
| L21 | 1/12 | Nosology and Sex Therapy | Sytsma 2018  Yarber cpt 14 |  |  |
| L22 | 1/20 | Models of Sexual Response/Tx | Sytsma 2018  Yarber cpt 14 |  |  |
| L23 | 1/13 | Basic Sex Therapy skills | Sytsma 2018 |  |  |
| L24 | 1/20 | Intro to treating Desire Issues | COS 18 |  |  |
| L25 | 1/20 | Intro to treating Female Issues | COS 16, 22 |  |  |
| L26 | 1/13 | Intro to treating Male issues | COS 21 |  |  |
| L27 | 1/20 | Making Effective referrals | DEC-R article |  |  |
|  | 1/27 |  |  | Paper Due |  |
|  | 1/28 |  |  | Exam Due |  |
|  | 1/29 |  |  | Course Evaluation |  |

**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 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 MAC students with 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**.

**Reading Report**: Will be submitted by **January 6** (First day of class)

**Papers** will be due by **January 21** (see Handouts explaining the Autobiography and Personal Theology)

**Exam** will be posted online January 14th and must be completed **January 21.** (Closed book, must be completed in 3 hours with one sitting)

**Written Work Format.** All written work must conform to current American Psychological Association (APA) style 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.

**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 in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

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.

**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 using the following link and logging in with a username and password to be provided in class: <http://search.ebscohost.com/>

**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.

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| --- | --- | --- | --- | --- |
| **CACREP Standard(s)** | **Course Objective** | **Material(s)** | **Lecture** | **Assignment(s)** |
|  | CO1. Theories and Models of Counseling  CO3. Methods | Yarber  Articles | L4, 18, 23,24 | A2. Readings  A3. Final Exam |
|  | CO2 Ethical Strategies  CO8 Theological Perspectives | Yarber  Rosenau | L2, 17 | A4 Papers |
|  | CO4 Anatomy | Yartber | L19 | A2 Readings  A3 Exam |
|  | CO 5 Developmental  CO9 Family Sex Ed | Yarber | L9,10,11 | A2 Readings |
|  | CO 6 Trauma  CO7 Dysfunction | Yarber  Rosenau | L12, L25-31 | A2 Readings |
|  | CO10 Understand & Compassion  CO11 Person of Therapist  CO12 Therapy Setting | Yarber | L3 | A4 Papers |

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

Course: PSY5230 Human Sexuality

Professor: Doug Rosenau, Mike Sytsma, Marti Witherow

Campus: Jackson

Date: Winter Semester 2022

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| **MAC\* Student Learning Outcomes**  *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.* | | **Rubric**   * **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. |