

Mennonite Brethren Biblical Seminary
MF - 610 HUMAN SEXUALITY

Aug.30- Dec.20, 2005 Tuesdays 6-9pm
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Course Description: This course will explore physiological, psychological, theological and social aspects of human sexuality that are of importance to the counselor or pastor, who wishes to minister effectively in this area. Topics will include: sexual development, variations in human sexual response, AIDS/HIV/STDs, sexual dysfunction/treatment, sexual counseling/therapy, infertility, postpartum depression, rape, incest, addictions, and pastoral considerations.

The course will be conducted as a graduate level seminar. Each student is expected to come to class prepared by previous reading, and will bring an illustrative case and three questions that are relevant to the day's topic. Treatment plans for some of the cases will be developed in role plays.

Course and Degree Objectives:

1. To increase awareness of the wide variation of human sexual response, functioning, and development and to become more comfortable with and accepting of one's own and of other's sexuality.
2. To gain information about sexual disorders, the etiological explanations, the current treatment modalities, and the application of those modalities in counseling and ministry, including the importance of making appropriate referrals.
3. To create an atmosphere of openness and frankness that can decrease the discomfort and disability many students experience in dealing with sexual subjects so that they may become sensitive and skilled in managing sexual feelings and issues in their own lives and in their clinical or pastoral work.
4. To confront and discuss the various points of view in controversial sexual issues, so that convictions can be strengthened & respect for differences can be increased.
5. To acknowledge personal feelings, experiences and prejudices so there is more awareness of what is carried to interactions with others.
6. To encourage more active involvement in counseling, teaching, preaching, and pastoral care in the area of human sexuality, so the church can be engaged in witness, healing, justice, and prevention; not just crisis ministry.
7. To become acquainted with the Biblical materials regarding sexuality, and other available resources.

Required Texts: (* on reserve at the library)

- *Bell, Geneva. (1997) My Rose. Cleveland: Pilgrim.
- *Charlton, Randolph S., Editor. (1997) Treating Sexual Disorders. Jossey Bass.
- *Foley, S., Kope, S., & Sugrue, D (2002). Sex Matters for Women. New York: The Guilford Press. (Some copies may be available from instructor for \$7.50)
- *Nelson, James B. (1978) Embodiment: An Approach to Sexuality and Christian Theology. Augsburg.
- Recommended: (Portions of these are needed for assignments.)
- *Brown, Emily M. Patterns of Infidelity and Their Treatment. Brunner-Routledge, 2001.
- *Committee on Human Sexuality. (1984) Human Sexuality In The Christian Life. Mennonite and General Conference Mennonite Church.
- *Lieblum, Sandra R. & R. C. Rosen. (2000) 3rd Edition, Principles and Practice of Sex Therapy: or 2nd Edition (1989) Principles and Practice of Sex Therapy: Update for the 1990's.
- *Masters, Johnson, & Kolodny (1998). Heterosexuality. Harper Collins.

<p>GOD'S DESIGN FOR SEXUALITY: WHOLENESS, INTIMACY AND COMMUNITY</p>

- Aug. 30** **Sexual Expressions, Biblical Backgrounds, Ethical Decision Making.**
- Human Sexuality in the Christian Life, pages 11-103, 143--151, 164-166.
 - Nelson, Embodiment, Ch. 1, 2, 10
 - Penner, Counseling for Sexual Disorders, Ch. 1-4
 - Dawn, Sexual Character, 1-8, 10-14
- Sept 6** **Attraction, Love and Communication, Affairs, Physical Sexuality**
- Pomeroy, Taking a Sex History (skim)
 - Charlton, Treating Sexual Disorders, Ch. 1, ix-xxiv
 - Penner, Counseling for Sexual Disorders, Ch. 5
 - Brown, Patterns of Infidelity, (read enough to understand her theory)
 - Masters, Johnson & Kolodny, Heterosexuality, Ch. 17.
- Sept. 13** **Gender Identity and Roles, Developmental Sexuality and Sex Education.**
- Nelson, Embodiment, Ch. 9
 - Penner, Counseling for Sexual Disorders, Ch. 6-8
 - Lieblum, Principles and Practices of Sex Therapy, Ch. 13
 - Foley, Sex Matters, Ch. 1-4
 - Masters, Johnson, & Kolodny. Heterosexuality. Ch. 15-16.
- Sept. 20** **Reproductive Sexuality, Conception, Contraception, Abortion, Infertility. Pregnancy, Childbirth, Postpartum, Miscarriage, Menopause.**
- Foley, Sex Matters, Ch. 5-10.
 - Masters, Johnson, & Kolodny. Heterosexuality, Ch. 9-11; Bibliography Sources (Undergrad Texts, videos, clinical texts.)
- Sept. 27** **Patterns of Sexual Response/Pleasuring. Sexuality in Disability & Illness.**
- Masturbation Articles (50 pages from binder)
 - Charlton, Treating Sexual Disorders, Ch. 2

- Nelson, Embodiment, Ch. 9
- Lieblum, Principles and Practices of Sex Therapy, Ch. 12.
- Optional: Penner, Gift of Sex , Restoring the Pleasure, Trobisch, Joy of Being a Woman, Grace, A Joyful Meeting, Undergrad Textbooks.

Oct. 4 Sexual Orientation. Working with Gay and Lesbian Issues, Families, Congregational Situations. (Read both clinical and theological sources)

- Dawn, Sexual Character, Ch. 9
- Hershberger, Sexuality: God's Gift. Ch. 7 by Willard Kraybill.
- Human Sexuality in the Christian Life, pages 104-120
- Nelson, Embodiment, Ch. 8
- Journal of Pastoral Care, Vol. 15, No. 4, Winter 1996, Winter, 1989.
- Bell. My Rose.
- Sources from Binders or Bibliography (read at least 50 pages)
- Hostetler. A Time To Love. (optional)

Oct. 18 Sexual Dysfunctions and Therapies.

- Foley, Sex Matters, Ch. 11-17
- Charlton, Treating Sexual Disorders, Chap. 3-8
- Penner, Counseling for Sexual Disorders , Ch. 9-14, 16
- DSM – IV-TR, pages 493-538
- Lieblum, Principles and Practices of Sex Therapy, Ch. 2, 9 (Skim Ch. 3-8)
- Masters, Johnson, Kolodny, Heterosexuality, Ch. 4-7

Oct. 25 Sexually Transmitted Diseases, HIV, AIDS. - Mid Term Exam

- Lieblum, Principles and Practices of Sex Therapy, Ch. 1
- MCC AIDS Packet, Bibliography Sources on HIV/AIDS
- Health Department Resources, Undergrad Textbooks
- Family Therapy Networker, Jan/Feb 1988. (or other narratives).

Nov. 1 Social Issues in Sexuality: Paraphilias, Pornography, Sexual Addictions. Power and Violence in Sexuality, Rape.

- Penner, Counseling for Sexual Disorders, Ch. 15
- Charlton, Treating Sexual Disorders, Ch. 9
- Pellaur, Sexual Assault and Abuse, Ch. 8, 19-20, 21
- Human Sexuality in the Christian Life, pages 128-142
- Lieblum, Principles and Practices of Sex Therapy, Ch. 11

Nov. 8 Pastoral/Professional Sexual Abuse.

- Pellaur, Sexual Assault and Abuse, Ch. 14, 17, 18
- Edelwich, Sexual Dilemmas For The Helping Professional, Ch. 11 + 30 p.
- "Pastoral Sexual Misconduct", MCC Conciliation Quarterly, Spring 1991, Vol. 10 No. 2 (in Library Archives, also on resource shelf)
- Crossing the Boundary, MCC Packet (available in library, resource shelf)

- Nov. 15 Treatment of Perpetrators.**
- Charlton, Treating Sexual Disorders, Ch. 9
 - Heggen, Sexual Abuse in Christian Homes and Churches, Ch. 4, 7-11
 - Lieblum, Principles and Practices of Sex Therapy, Ch.14
 - Yantzi, Sexual Offending and Restoration
 - AAMFT, LoPiccolo Video, Audio Tapes (Available in North Wing)
 - Willingham, Russell, Sexual Addiction, (additional Bibliography)
- Nov. 22 Recovery from Abuse, Incest.**
- Lieblum, Principles and Practices of Sex Therapy , Ch.11
 - MCC Packet: Broken Boundaries
 - Bean & Bennett. The Me Nobody Knows (teens, journaling)
 - Keene, Winter's Song (Liturgy and Prayers for Healing, Forgiveness)
 - Jones, Interviewing the Sexually Abused Child (excellent pamphlet)
 - Hagans, Pockets of Crazy: Examining Suspected Incest.
 - Whitman, Child Sexual Abuse: A Teaching Manual for Clergy.
- Nov. 29 Finding Hope and Healing: Creating Wholeness, Intimacy, Community Prevention, Liturgy, Resources for Healing, Ministry, Counseling, Sex Education.**
- Keene. A Winter's Song , Human Rituals, Defiant Hope, (other sources)
 - Nelson, Embodiment, Ch. 10.
 - Foster, Money, Sex & Power, pp. 91-171. (skim, if read previously)
- Dec. 6 Guest Speakers, Additional Clinical Issues, Sharing from Student Projects All Weekly Logs and Student Projects are Due.**
- Dec. 13 Final Exam (This may be a Take Home, given to you on the 6th, Due on 13th.)**

ASSIGNMENTS AND EXPECTATIONS:

1. **READING** - There are many, varied resources on the topic of Human Sexuality including the Internet and community agencies. The suggestions given on the daily schedule are items that are particularly relevant to that day's topic, but it is expected that each student will make different choices depending on availability of time and resources. Read before the class date, dividing your study time between intake/input/resources and expression of your own questions, responses, ideas, and values. Try to spend at least one-two hours per week writing; one hour interviewing, discussing or observing (videos, movies, professionals in the field, agencies, congregations); and three-four hours reading, surfing the net, or researching. Please read at least 1200 pages for three units of credit. Videos and movies can be included. As you read, watch for suitable cases and questions that will illustrate the topic and issues being discussed. You may also create your own cases and your own questions. You are

encouraged to collaborate and share resources with other students.

2. **WEEKLY LOG** – Each student is required to come to class each day with three questions, one case and a record of what she or he has read or watched in preparation for that day's subject. These are due in my box or e-mail by 5 p.m. each Monday. Following each class session, take some time to reflect on your experience in the class, your personal history that influences how you approach this subject, and your response to the readings, issues, topics, relevant events in the news, community, movies, videos. Please date these logged entries. Clippings, cartoons, and drawings may be included. You may also use this as an avenue to explore cases that were shared in class, to ask further questions, or to process your final project. Occasionally you may be asked to respond to something specific in your weekly log. All reading and audio visuals that you have watched should be noted. Please hand in a hard copy of all thirteen weekly logs together on Dec. 6th.
3. **EXAMS** - There will be a Midterm Exam on Nov 1 and a Final Exam on Dec. 13. It is imperative that you comprehend accurate facts, if you are going to be a caregiver and information source for other persons, so there will be some objective questions. The final will focus primarily on cases. Students need to develop competencies in identifying issues, creating appropriate treatment plans and referrals, recognizing theological/spiritual aspects, and countertransference issues. More information will be given in class regarding the exams.
4. **SMALL GROUPS AND ROLE PLAY PARTICIPATION**- Each student, including auditing students, will participate during class time in group activities, role plays, and discussion. The goals are to become more aware of feelings and attitudes, and to increase comfort and skill in talking with others about sexuality. Comfort and skill does not come automatically, it must be practiced and developed. Many persons find sexual topics occasionally embarrassing, distasteful, or sexually arousing. It is permissible to have these various feelings, but it is unacceptable to display them before a client. All efforts at putting the client at ease and disseminating much needed information will be wasted if counselors and pastors cannot deal with their own discomfort with sexual concerns. Verbal and nonverbal cues may still deliver the true but hidden message that says, "Please don't talk to me about this subject." The group task is to develop non-judgmental, caring attitudes and skills in communicating effectively about sexual matters. Please help one another by willing participation, encouragement and honest, concrete feedback.
5. **PAPERS: TWO MAIN PAPERS ARE REQUIRED.**

FIRST REQUIRED PAPER: Due Oct 25. Please choose only **ONE** of the following options:

<p><u>Sexual Interviews</u> A detailed handout regarding this assignment will be provided. Two interviews are recommended for MFCC Majors, one male, one female. Please consult Pomeroy, et. al. <u>Taking A Sex History</u>. Non-Majors usually do a project/positional paper on an ethical or pastoral issue, unless they wish to gain experiences in interviewing. Please talk with the instructor before doing this assignment. Your interview plans, visits and sex education projects <u>need prior approval to insure appropriate ethical and professional boundaries</u>. The notes that you write up will be read and approved by the interviewee before you turn it in to the instructor. The interviewer also needs to write a brief statement about his or her feelings and comfort levels during the interview. You may not interview friends, classmates or relatives. Please Note: This option is strongly recommended for MFCC majors. If this option is chosen, it requires two interviews.</p> <p>Due: Oct. 25</p>	<p><u>Project/Positional Paper</u> There are many ethical and counseling issues in the area of human sexuality, for example: premarital sex, infertility, desire disorders, church discipline for "sexual sins", surrogate mothering, abortion, genetic engineering, gay rights, pornography, sterilization of mentally disabled persons. Choose an issue where you need to develop counseling skills or clarify your own thinking and convictions. Plan some kind of project that will get you in touch with the real life dilemmas behind this issue, e.g. visit the crisis pregnancy center, New Creation, AIDS Center, Rape Counseling Center; or talk with a person who does sexual counseling, prepare and present a Sunday School or youth group session on the issue, survey and critique books, resources, research, current debate, etc. Briefly describe what you did in your project to acquaint yourself with the various facets of the issue then write your position statement. It would be good to also briefly describe alternate positions.</p> <p>Due: Oct. 25</p>	<p><u>Sex Education Programming</u> (This can be a group project) - You are invited to a congregation to help them in the area of Human Sexuality. What will you do? What topics will you cover? Your response should be 5-10 pages typed, and must include: -ideas, outlines, & texts for Sunday morning sermon (s). - sessions for youth, and adults, together or separate - some inclusion of children, take home suggestions for parents, or children's sermon ideas, resources. -goals and objectives, some ongoing long range plans - content and activities; should not be all didactic -questions for the groups to wrestle with. -resources, bibliography, audio-visuals perhaps Create a file of ideas! Make a list of all resources consulted or gathered.</p> <p>If two or three students wish to work on this project, it may be a collaborative effort.</p> <p>Be sure to document sources. It may be possible to actually do some of this on location.</p> <p>Due: Oct. 25</p>
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SECOND REQUIRED PAPER: The purpose of this paper is to allow each student to pursue one topic in depth by engaging in a Library Search/Essay/Term Project In addition to the suggested readings in the syllabus, engage in a Library Search, including journals, e.g. Archives of Sexual Behavior, Journal of Sex Research, Journal of Sex and Marital Therapy, Journal of Homosexuality, Sex Roles, SIECUS Reports, Journal of Psychology and Human Sexuality, Journal of Social Work and Human Sexuality, Journal of the History of Sexuality. Depending on

your topic, you may wish to consult the Alliant University – California School of Professional Psychology, the CSUF and public libraries and the Internet in addition to Hiebert Library. Please reference all sources, including the Internet. APA citations and footnotes are expected.

Ideally the library search/essay/term project should contribute to the overall theme of this course: **Finding Hope and Healing: Creating Wholeness, Intimacy, Community.** For example, if you choose the topic of infertility, explore how this disturbs wholeness, intimacy and community, and how caregivers bring hope and healing to persons affected by this problem. Your final product should be 8-10 pages of text, plus bibliography and the printout of your library search. Include at least one case example or situation, and if possible, participate in and describe an action project, visit or interview that helped you further comprehend how you might become involved in this ministry. Hand in **two** copies of your paper and bibliography. There will be time for students to share plans for their Project/Essay/Search with the class, **on the day when the topic is discussed if possible**, or at the end of the term. **Due: Dec. 6.**

In order to avoid duplication, please check with the instructor before beginning your search. Choose a subject from one of the areas listed in the Class Schedule, create your own topic or focus on one of the following:

Sexual Counseling	Homosexuality
Sexual Interviewing	Sexuality and the Disabled
Sermon and Christ. Educ. Ideas on Sexuality	Population control: by what means?
Violence and Sexuality	Body Image
Incest	Body Mutilation
Rape	Independence/Interdependence of the sexes
Sexual Abuse	Masturbation
Sexual Health	Orgasmic Difficulties
Aging and Sexuality	Infertility, primary and secondary
Sexuality and the Disabled	Treatments for Infertility
Treatment of Affairs	Partners with different levels of sexual desire
Experimentation with a live fetus	Male-female roles, Gender issues
Test-tube babies	Communication of sexual values
Congregational policies and guidelines regarding sexuality	Life in a promiscuous society
Pre and extra-marital intercourse	Sexuality exploited in business/advertising/commercialization
Use of Art, Music, Dance in Therapy for Sexual Abuse Victims	Pornography/Massage parlors/prostitution
Compassion & Care for those with HIV/AIDS	Passages/develop. tasks in sex. and marriage
Equality and Androgyny	Counseling Gay and Lesbian Clients
Liberalization of sexual mores	Sterilization
Birth Control	Artificial Insemination / In Vitro Fertilization
Sexuality in Marriage and Singleness	Nature of Human Sexuality
Cloning	Group Treatments for Sexual Disorders
Axioms: self-evident sexual norms in society	Working with Perpetrators
	Neonatal Ethical Issues, Fetal Tissue

Worship, prayer and liturgical resources for sexual healing

Transplants, etc.
Male Bonding

EVALUATION:

Personal change and growth is not always evidenced by grades. Hopefully evaluation can be a combination of personal, peer, and instructor response. There are many valuable topics and resources in this course. Please schedule your time and be realistic about what you need to focus on, but don't underestimate yourself. "B" level work responds to the intent of the assignment, and evidences good skills, research, writing, and organization. "A" grades are given for work which evidences the above, but is also exceptional in terms of creativity in organization, style, approach, depth or comprehensiveness of treatment or skills. "C" grades are reserved for assignments which do not meet the spirit of the assignment, are too short, or evidence poor research, skills, organization, or writing. MBBS is committed to faculty and students' use of nondiscriminatory language both in the classroom and in assignments. Late papers are graded lower.

Weekly Logs/Reading/Cases	Due each Monday by 5 p.m.	30%
Interviews or Alternate Project	Due Oct. 25	10%
Midterm and Final Examinations	Due Nov. 1, Dec 13	30%
Class Attendance/Preparation/Participation		5%
Library Search/Essay/Project	Due. Dec.6	25%

1. Please submit your interviews and weekly logs in an envelope to help ensure confidentiality.

2. It is assumed and expected that any oral or written work is the product of the student's own work, and that the sources used are acknowledged and cited properly. Cheating and plagiarism are prohibited and treated as serious offenses, and may result in failure on a piece of work, in a course, or even dismissal from the Seminary. Work submitted for one course should not be submitted in a second course without permission of the instructors involved.

2. Students have the option of taking one extension per semester, provided the professor agrees. A \$25.00 late fee will be added if the application occurs after the deadline. A student who does not apply for an extension, and who does not hand in work nor receive a grade on time from the instructor will be given a grade of NC (no credit) by the registrar. If the student subsequently submits work and receives a grade, the grade will be given to the student and the extension fee plus late fee will be charged. The work must be completed by January 15, 2006.

The Library Search/Project/Essays will be graded as follows:

CLARITY OF WRITING (25%)

- * Clear statement of purpose of thesis
- * Good outline
- * Clear thought flow
- * Gives evidence of understanding of and engagement with the issues

COMPREHENSIVENESS (25%)

- * Covers the theme; does not focus on only one topic
- * Coverage of the field or issues, including Biblical, ethical or moral aspects
- * Includes observations, experiences, or illustrative material
- * Shows evidence of reading both in breadth and depth

CREATIVITY (25%)

- * Shows creativity in treatment or presentation
- * Thoughtful questions, ideas or projects are included
- * Contains holistic, integrative material
- * Story, Case Material, poetry, quotations, artwork, visuals, vignettes

LOGIC AND ARGUMENTATION (10%)

- * Evidence provided for argument made
- * Documentation provided where needed -- footnotes, notes, and bibliography
- * Valid critique and/or antithesis also noted

FORM MEETS AGREED UPON STANDARDS (10%)

- * Ideas are clear, organized, and arranged appropriately
- * Proofreading, grammar, punctuation and spell checks are completed
- * Inclusive language is assumed
- * APA Style or some other consistent bibliographic notation is followed

CARE AND PROMPTNESS (5%)

ASSUMPTIONS:

Although many of us have had sex education courses prior to this, varying degrees of sexual activity, and various forms of sexual expression, none of us, (instructor and guest speakers included) "know it all" or can be considered an expert in the field of human sexuality. Therefore we will learn, share, discuss, and explore together. Your instructor wants to be helpful, not directive.

Human sexuality involves a complex set of variables. It is a rich pattern of feeling, knowledge, and behavior emanating from the very heart of the human personality that in a real way defines our humanity. Therefore, no one can fully understand human sexuality. The Bible describes it as a "mystery"; and so it is. Those who regard it lightly, or treat it casually are only betraying their ignorance.

All of us are in this course for a serious and worthwhile purpose. We are dealing with intimate, sensitive issues, and no matter how we handle our class material, what is done may be controversial. Commitment to the course, the group, & to each other is important to the success of the experience. No two of us will be at the same place in human sexuality expression,

knowledge, or behavior. We can happily function with this as a given, & will offer openness, acceptance & respect to each other.

The spiritual dimensions of human sexuality (ignored in most sex education courses) will be acknowledged and affirmed. There will be support here for a lifestyle which is joyously sexual and which fathoms a freedom in one's sexuality far deeper than is possible for those with only a narrow secular view of what sex is all about. Singleness, as well as marriage, will be affirmed.

Other Books on Reserve:

- *Bean, Barbara, Shari Bennett (1993) The Me Nobody Knows.
- Barbach, Lonnie & David L. Geisinger. (1991). Going the Distance. Doubleday.
- *Bell, Geneva. My Rose. Cleveland: Pilgrim, 1997.
- Byer, C. O., Shainberg, L.W. and K.L. Jones, (1994) Dimensions of Human Sexuality. 4th. Ed. Dubuque: Wm. C. Brown. (Or any more recent edition.)
- *Edelwich, Jerry E. and Brodsky, Archie. (1991) Sexual Dilemmas for the Helping Professional. Brunner/Mazel. Well worth reading every word and good to have in your library.
- *Dawn, Marva J. (1993) Sexual Character. Eerdmans.
- *Foster, Richard. (1985) Money, Sex and Power. Harper, 1985.
- *Hagans, Kathryn. (1991) Pockets of Crazy: Examining Suspected Incest. Lexington: Books.
- *Heggen, Carolyn H. (1993). Sexual Abuse in Christian Homes and Churches. Herald Press.
- *Hershberger, Anne, K. Editor. (1999). Sexuality: God's Gift. Herald Press.
- Hostetler, Helen. (1989). A Time to Love. Herald Press.
- *Jones, David P. (1986). Interviewing The Sexually Abused Child. C. Henry Kempe National Center for Prevention and Treatment of Child Abuse and Neglect.
- *Keene, Jane A. (1991) A Winter's Song. Pilgrim Press.
- *Masters, Johnson, and Kolodny. (1998). Heterosexuality. Harper Collins.
- *MCC Packets. (1989). Broken Boundaries: Resources for Pastoring People. (1991) AIDS: A Christian Response. (1991) Crossing the Boundaries.
- Nelson, James B. and Sandra P. Longfellow (Eds.) (1994) Sexuality and the Sacred: Sources for Theological Reflection. Louisville: Westminster/John Knox Press.
- *Pellaur, Mary D., Chester, B, and J. Boyajian. (1987). Sexual Assault and Abuse: A Handbook For Clergy and Religious Professionals. Harper & Row.
- Penner, Carol. (1998) Women and Men: Gender in the Church. Herald Press.
- *Penner, Joyce J. and Clifford L. Penner. (1990) Counseling For Sexual Disorders: Resources For Christian Counseling, Vol 26. Gary Collins, Ed., Word.
- *Pomeroy, W.B., et.al. (1982). Taking A Sex History: Interviewing & Recording. Free Press.
- *Rekers, George A. (1995) Handbook of Child and Adolescent Sexual Problems. Lexington Books, Macmillan.
- Rogers, E. F. (2002) Theology and Sexuality: Classic and Contemporary Readings. Blackwell.
- *Schnarch, David. (1991). Constructing the Sexual Crucible. Norton.
- Schnarch, David. (1997) Passionate Marriage. Norton.
- Stahman, R. F. and Hiebert, W. J. (1991) Counseling In Marital & Sexual Problems. Norton.
- Willingham, Russell. (1999) Breaking Free: Understanding Sexual Addiction and the Healing

Power of Jesus. Intervarsity Press.

Weeks, G.R. and Hof, L. (1987). Integrating Sex and Marital Therapy, Brunner/Mazel.

Whitman, D. Mitchell. CHILD SEXUAL ABUSE: A Teaching Manual for Clergy.

*Yantzi Mark. (1998). Sexual Offending and Restoration. Herald Press.

Additional resources:

There are several binders with articles and clippings on various topics in the North Wing:

Homosexuality: Biblical Perspectives

Theological and General

Counseling

When Husbands Come Out of the Closet (excerpts)

There is a binder with one congregation's resources for their discernment process.

AAMFT's Sex and Marital Therapy Training Collection is in a white binder that contains both video and audio tapes. Ask for them at the front desk of the North Wing.

Other audio/video resources there include: Sex Therapy in Search of a Context"

What Every MFT Should Know about Infertility & Why,

David Schnarch's audio tapes describing the sexual crucible,

Sexual Abuse in Children and Adolescents, How to Talk to a Partner About Smart Sex and

A variety of other clips taped from television programming. Check other libraries also.

Outcomes and Competencies Expected:

- Recognize and differentiate normal sexual functioning from sexual disorders.
- Able to assess clients for sexual disorders based on the DSM-IV-TR categories.
- Integrate information about a client's culture, gender, gender identity and sexual orientation into a treatment plan for a sexual disorder or sexual dysfunction.
- Develop specific treatment plans for individual clients and couples who present with sexual issues and problems.
- Integrate spiritual and theological considerations in the treatment plans.
- Recognize and be willing to work on personal biases, counter transference issues, and personal history that may impact ones ability to counsel others.
- Demonstrate knowledge of major treatment approaches to specific sexual disorders.
- Incorporate treatment of sexual issues in couple and individual therapy when appropriate.
- Clinical interviewing skills, including taking a sexual history and assessing for sexual dysfunction.

- Recognition of the relationship and communication factors that impact a couple's sexual functioning.
- Demonstrate knowledge of developmental, biological, and relationship issues that impact sexuality.
- Awareness of ethical and legal reporting responsibilities, duty to warn, confidentiality.
- Acquaintance with professional literature, journals, research, and referral sources that will provide ongoing education and mentoring for further skill development in providing therapeutic services in the area of sexuality.
- Recognition of the importance of addressing sexuality issues in the church through education, worship, healing services, pastoral care, and counseling.
- Respect for and understanding of human differences, disabilities, and disorders.

These outcomes will be evidenced by role plays, treatment planning, writing and discussion that takes place within the class time; as well as through reading, written work, examinations, and personal dialogue and interchange with the professor and other class members.

Students are expected to attend all classes, and complete all assignments to receive a passing grade. It is assumed that students have taken other classes such as psychopathology, child abuse, domestic violence, clinical assessment, and human development prior to this course.

The HIV/AIDS course may be taken either prior to or subsequent to this course. Engaging in personal therapy and supervision of all client work is expected of students who are in training to become a marriage, family and child therapist or counselor. Pastoral students and audit students who take the course are also expected to recognize and work on their personal issues.

