

Mennonite Brethren Biblical Seminary
MF - 610 HUMAN SEXUALITY

Jan 28 to May 13, 2010, Thursdays 6:00-9:00 p.m.
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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 pastoral and therapeutic considerations of: sexual development, variations in human sexual response, AIDS/HIV/STDs, sexual dysfunction and treatment, sexual counseling and therapy, sexual offender issues, infertility, postpartum depression, rape, incest, and sexual addiction. 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. Further supervised training, however, will be required before students may assume competency in working with sexual issues with individuals, couples and families.

Course 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 disability and discomfort 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.

Related Degree Outcomes (for specific competency outcomes, see page 12):

1. 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.
2. To acknowledge personal feelings, experiences and prejudices so there is more awareness of what is carried to interactions with others.
3. 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.
4. To become acquainted with Biblical and other resources regarding sexuality that articulate commitment to a biblical theological Christian perspective.

Required Texts: (* on one day reserve at the library)

- *Childs, J. M., Jr. (2003). Faithful Conversation: Christian Perspectives on Homosexuality. Fortress Press.
- *Cochrane, L. (2000). The path to sexual healing. Baker Books.
- *Hertlein, K.M., G.R. Weeks, S.K.Sendak (2009). A clinician's guide to systemic sex therapy. Routledge: Taylor & Francis Group.
- *Lieblum, S. R. & R.C. Rosen. (2007) 4th or 5th Edition. Principles and practice of sex therapy. Guilford Press. Do not get earlier editions, as there are major changes!
- *McClintock, K.A. (2004). Preventing sexual abuse in the congregation. Alban Institute.
- *Penner, C.L. and J.J. Penner. (1993). Restoring the pleasure: Complete step-by-step programs to help couples overcome the most common sexual barriers. Thomas Nelson: W Publishing Group.

Recommended: (Portions of these books are needed for assignments. Acquiring some or all of these will help to provide you with a basic library for working with sexual issues.)

- *Bean, B., & Bennett, S. (1993). The me nobody knows. Jossey Bass.
- *Brown, Emily M. (2001) 2nd Edition. Patterns of infidelity and their treatment. Brunner-Routledge.
- *Charlton, Randolph S., Editor. (1997). Treating sexual disorders. Jossey Bass.
- *Dawn, M. (1993). Sexual character: Beyond technique to intimacy. Eerdmans.
- *Foley, S., Kope, S., & Sugrue, D (2002). Sex matters for women. The Guilford Press.
- *Hershberger (ed.) (1999). Sexuality: God's gift. Herald Press (out of print but still available.)
- * Human sexuality in the Christian life. Faith and Life Press, Herald Press. (out of print)
- *Masters, W. Johnson, & Kolodny (2001). Heterosexuality. Harper Collins.
- *Nelson, James B. (1978). Embodiment: An approach to sexuality and Christian theology. Augsburg.
- *Schnarch, D. (2009) Intimacy and desire: Awaken the passion in your relationship. Beaufort Books.

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

- Jan. 28 Sexual Expressions, Biblical Backgrounds, Ethical Decision Making.**
- Penner & Penner, Restoring the pleasure (RTP), Ch. 5-7, pages 51-101.
 - Human sexuality in the Christian life, pages 11-103, 143--151, 164-166.
 - Nelson, Embodiment, Ch. 1, 2, 10 (copies on reserve and from instructor)
 - Hertlein, et. al., A clinician's guide, ch. 1, pages 1-17, Ch. 8, pp, 141-151.
 - Penner, Counseling for sexual disorders, Ch. 1-4
 - Dawn, Sexual character, 1-8, 10-14
 - Hershberger, Sexuality: God's gift, Ch. 1-4
- Feb. 4 Attraction, Love and Communication, Affairs, Physical Sexuality, Assessment**
- Hertlein, et. al, A clinician's guide. Ch.2, pp.19-53, Ch. 9-11, pp 153-174.
 - Penner & Penner, RTP, Ch. 1-4, and Ch. 8-9, pp. 11-50, 102-151.

- Lieblum, Principles and practice of sexual disorders, Ch. 1, 2, and 7.
- Pomeroy, Taking a sex history (skim, make notes of what to ask)
- Brown, Patterns of infidelity, (read enough to understand her theory)
- Masters, Johnson & Kolodny, Heterosexuality, Ch. 17.
- Charlton, Treating sexual disorders, Ch. 1, ix-xxiv.
- Penner, Counseling for sexual disorders, Ch. 5.

Feb. 11 Gender Identity and Roles, Developmental Sexuality and Sex Education.

- Lieblum, Principles and practices of sex therapy, Ch. 14 and Ch.16.
- Nelson, Embodiment, Ch. 9
- Find Sex Education Materials on line/in print (sacred and secular)
- Hershberger, Sexuality: God's gift, Ch. 5-10
- Penner, Counseling for sexual disorders, Ch. 6-8
- Masters, Johnson, & Kolodny. Heterosexuality. Ch. 15-16.
- Bean, The me nobody knows.

Feb. 18 Reproductive Sexuality, Conception, Contraception, Abortion, Infertility. Pregnancy, Childbirth, Postpartum Depression, Miscarriage, Menopause.

- Masters, Johnson, & Kolodny. Heterosexuality, Ch. 9-11;
- Bibliography Sources (Read at least 50 pages in Undergrad Texts, view videos, browse and sample clinical texts and on line sources for **all** subjects listed; you may choose one special focus, but touch on all.)
- Foley, et. al, Sex matters for women.

Feb. 25 Patterns of Sexual Response/Pleasuring. Sexuality in Disability & Illness.

- Hertlein, et. al. A clinician's guide, Ch. 6-7, pp. 109-137.
- Nelson, Embodiment, Ch. 9.
- Masturbation Articles (Read at least 50 pages from binder or website)
- Lieblum, Principles and practice of sex therapy, Ch. 4, 10, 11 and 17.
- Penner, Restoring the pleasure, Ch.12, pp. 153-204. Ch. 18, pp. 285-311.
- Charlton, Treating sexual disorders, Ch. 2 (optional)
- See also: Trobisch, Joy of being a woman, Grace, A joyful meeting, and Undergrad Textbooks on sexual response, and on disability and illness.

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

- Childs, Faithful conversations: Christian perspectives on homosexuality.
- Dawn, Sexual character, Ch. 9
- Nelson, Embodiment, Ch. 8.
- Hershberger, Sexuality: God's gift. Ch. 7 by Willard Kraybill.
- Human sexuality in the Christian life, pages 104-120.
- Lieblum, Ch. 13 (optional)
- Read at least 50 pages from sources from binders or bibliography, e.g.
- Journal of Pastoral Care, Vol. 15, No. 4, Winter 1996, Winter, 1989.
- Bell. My rose. (If not already read for HIV/AIDS course)

- Congregations talking about homosexuality,
- King, (2007) Stumbling toward a genuine conversation on homosexuality
- Swartley, W. Homosexuality (This is mostly exegetical work.)
- Showalter, Ann. Touched by grace
- Hostetler. A time to love.

Mar. 11 Sexually Transmitted Infections, HIV/AIDS - Mid Term Exam

- Lieblum, Principles and practices of sex therapy, Ch. 1
- MCC AIDS: A Christian response packet,
- Bibliography and On Line Sources on HIV/AIDS and STI's
- Health Department Resources, Undergrad Textbooks
- Family Therapy Networker, Jan/Feb 1988 (or other narratives).

Mar. 25 Sexual Dysfunctions and Therapies.

- Hertlein, A Clinician's guide. Ch. 3-5, pages 55-107.
- DSM – IV-TR, pages 493-538
- Penner and Penner, Restoring the Pleasure, Ch. Pages 205-311.
- Lieblum, Principles and practice of sex therapy, Ch.12 (skim Ch. 2-10)
- Charlton, Treating sexual disorders, Ch. 3-8 (browse, skim)
- Penner, Counseling for sexual disorders , Ch. 9-14, 16 (browse, skim)
- Masters, Johnson, Kolodny, Heterosexuality, Ch. 4-7

Apr. 8 Social Issues in Sexuality: Paraphilias, Pornography, Sexual Addictions. Power and Violence in Sexuality, Rape.

- Lieblum, Principles and practice of sex therapy, Ch. 14, 15, also Ch.12
- Penner, Counseling for sexual disorders, Ch. 15
- Charlton, Treating sexual disorders, Ch. 9
- Human sexuality in the Christian life, pages 128-142
- Flora, R. (2001). How to work with sex offenders: A handbook for criminal justice, human service, and mental health professionals. New York: The Haworth Clinical Practice Press. Ch. 2,7-9.
- Pellaur, Sexual assault and abuse, Ch. 8, 19-20, 21

Apr. 15 Pastoral/Professional Sexual Abuse.

- McClintock, K.A. Preventing sexual abuse in the congregation
- 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)
- Yantzi, Sexual offending and restoration, Ch.6
- Crossing the boundary, MCC Packet (available in library, resource shelf)
- Video: Not in my church; other bibliography sources

Apr. 22 Treatment of Perpetrators and Sexual Addictions – COSA presentation

- "The PORN explosion: How are therapists reacting?" Psychotherapy

Networker (Nov.-Dec. 2009), pp. 26-63.

- Penner, et. al. Restoring the pleasure, Ch. 19-20, pages 313-337.
- Lieblum, Principles and practice of sex therapy, Ch.14
- Charlton, Treating sexual disorders, Ch. 9
- Sgroi, Vulnerable populations. (Vol. I, Ch.10; Vol. II, Chs.10-14)
- Heggen, Sexual abuse in Christian homes and churches, Ch. 4, 7-11
- AAMFT, LoPiccolo Video, Audio Tapes (Available in North Wing)
- Yantzi, Sexual offending and restoration, pp.167-242
- Willingham, Russell, Sexual addiction, (additional Bibliography)
- Marshall, W.L., Fernandez, Y.M., Marshall, L.E., & Serran, G.A., eds (2006). Sexual offender treatment: Controversial issues. Hoboken, NJ: John Wiley & Sons. (Choose one or more chapters.)

Apr. 29 Recovery from Abuse, Incest.

- Lieblum, Principles and practice of sex therapy , Ch.11
- MCC Packet: Broken boundaries
- Sgroi, Vulnerable populations. (Vol. I, Ch. 5-7; Vol. II, Ch. 1-7).
- 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)
- Brohl, Kathryn. Pockets of craziness: Examining suspected incest.
- Whitman, Child sexual abuse: A teaching manual for clergy.

May 6 Finding Hope and Healing: Creating Wholeness, Intimacy, Community Prevention/Healing Resources/Liturgy, Ministry, Counseling, Sex Education.

- Keene. A winter's song , Human rituals, Defiant hope, (other sources)
- Nelson, Embodiment, Ch. 10.
- Hershberger, Sexuality: God's gift, Ch. 11-12.
- Foster, Money, sex & power, pp. 91-171. (skim, if read previously)

**May 13 Guest Speakers, Additional Clinical Issues, Sharing from Student Projects
All Weekly Logs and Student Projects are Due.**

May 13 Final Exam (This may be a Take Home, available 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 vocational goals and 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 provide three questions, one case and a record of what she or he has read or watched in preparation for each week's subject. These are due in my box or e-mail no later than noon each Tuesday (Monday is strongly encouraged.) 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 or community, and any movies or videos you view. 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 your weekly logs together, along with any further dialogue or written responses to your logs, on May 6th.

3. **EXAMS** - There will be a Midterm Exam on **Mar. 11** and a Final Exam on **May 6 or 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 sexual dysfunctions and recovery from abuse and incest. It will include several cases. Students need to develop competencies in identifying issues, creating appropriate treatment plans and referrals, recognizing theological/spiritual aspects, and counter transference issues. More information will be given in class regarding the exams.

4. **SMALL GROUP 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 April 8th. Early papers are always welcome!

Additional guidelines for the sexual interviews will be given in class. Appropriate ethical

conduct

and boundaries are required. Please read Pomeroy's book on interviewing as soon as possible. It is not appropriate to interview someone in your family or classes. However, you may have someone you know who would be willing to participate and can suggest their availability for another student in the class, who is not personally acquainted with them. If you are already seeing clients, or doing intakes at a work site, please consult with your supervisor and the instructor to make certain that any interviewing you do is appropriate to their treatment.

PLEASE CHOOSE ONLY ONE OF THE OPTIONS ON PAGE 8 FOR YOUR FIRST PAPER:

Try to make a decision as to which option you will choose by the second week of the semester. It would be helpful to have your tentative choices of possible topics for your second paper also by that date. (Feb. 12). This will help to eliminate duplication, and also facilitate sharing of your library research on the appropriate date instead of all of them coming on one day!

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. The weekly Tuesday noon deadline is non negotiable; if possible hand these in on Monday. If you submit them electronically, please also hand in a hard copy before or in class.

Weekly Questions/Readings/Cases	Due each Tuesday except for Module Week and Easter Week	30%
Interviews or Alternate Project	Due April 8	10%
Midterm and Final Examinations	Due March 11, May 6 or 13	30%
Class Attendance/Preparation/Participation	All Absences must be cleared	5%
Library Search/Essay/Project	Due. May 13	25%

Alternate Assignment or Extra Credit Option:

COSA, Circles of Support and Accountability, a local ministry that works with sex offenders, (who are recommended to the program by their parole officer and screened by COSA), is always looking for community volunteers. The time required is approximately two hours per week for one year, plus a one-day training and occasional social events. Students may elect to substitute this ministry/learning opportunity for some of the other reading or assignments, if this fits your learning goals and is appropriate for your skill level. This is a wonderful service and learning opportunity. Check out their website and talk to the instructor if you are interested.

<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: April 8</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: April 8</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: April 8</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.** e.g., 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. **Completed Paper Due: May 13.** 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
Sexual Interviewing
Sermon and Christ. Educ. Ideas on Sexuality
Violence and Sexuality
Incest
Rape
Sexual Abuse
Sexual Health
Aging and Sexuality
Sexuality and the Disabled
Treatment of Affairs
Experimentation with a live fetus
Test-tube babies
Congregational policies and guidelines regarding sexuality
Pre and extra-marital intercourse
Use of Art, Music, Dance in Therapy for Sexual Abuse Victims
Compassion & Care for those with HIV/AIDS
Equality and Androgyny
Liberalization of sexual mores
Birth Control
Sexuality in Marriage and Singleness
Cloning
Axioms: self-evident sexual norms in society
Worship, prayer and liturgical resources for sexual healing

Homosexuality
Sexuality and the Disabled
Population control: by what means?
Body Image
Body Mutilation
Independence/Interdependence of the sexes
Masturbation
Orgasmic Difficulties
Infertility, primary and secondary
Treatments for Infertility
Partners with different levels of sexual desire
Male-female roles, Gender issues
Communication of sexual values
Life in a promiscuous society
Sexuality exploited in business/advertising/commercialization
Pornography/Massage parlors/prostitution
Passages/develop. tasks in sex. and marriage
Counseling Gay and Lesbian Clients
Sterilization
Artificial Insemination / In Vitro Fertilization
Nature of Human Sexuality
Group Treatments for Sexual Disorders
Working with Perpetrators
Neonatal Ethical Issues, Fetal Tissue
Transplants, etc.
Male Bonding

ACADEMIC POLICES. MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies>. These policies provide guidance on academic integrity and plagiarism, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, accommodations for disabilities, grading, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to an instructor or consult the Registrar.

A. 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 may result in failure on a piece of work, in a course, or even dismissal from the Seminary. Work, including reading, submitted for one course should not be submitted in a second course without permission of the instructors involved.

B. **All** assignments must be completed in order to earn a passing grade for the course. Students are asked to submit hard-copy versions of their assignments to the instructor, as papers sent electronically as file attachments should not have to be printed by the instructors. Please submit your interviews and weekly logs in an envelope or folder to help ensure confidentiality.

C. "Student work will be evaluated by two standards: a) by what is considered the appropriate level of graduate performance, and b) by comparison with work submitted in a given class" (<http://www.mbseminary.edu/fresno/policies/grading>).

D. Course evaluations are to be completed online and are due after the completion of the course. Official grades will not be posted until the student's evaluation of the course is complete

E. Students have the option of taking one extension per semester, provided the professor agrees. There is an additional charge for an extension and all assignments must be completed within one month after the end of the semester to receive credit.

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:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

Specific Course Outcomes and Expected Competencies:

- 1. Recognize and differentiate normal sexual functioning from sexual disorders.
- 2. Able to assess clients for sexual disorders based on the DSM-IV-TR categories.
- 3. Integrate information about a client's culture, gender, gender identity and sexual orientation into a treatment plan for a sexual disorder or sexual dysfunction.
- 4. Develop specific treatment plans for individual clients and couples who present with sexual issues and problems.
- 5. Integrate spiritual and theological considerations in the treatment plans.
- 6. Demonstrate knowledge of major treatment approaches to specific sexual disorders.
- 7. Incorporate treatment of sexual issues in couple and individual therapy when appropriate.
- 8. Clinical interviewing skills, including sexual history and assessment of dysfunction.
- 9. Recognition of the relationship and communication factors that impact a couple's sexual functioning.
- 10. Demonstrate knowledge of developmental, biological, and relationship issues that impact sexuality.
- 11. Awareness of ethical and legal reporting responsibilities, duty to warn, confidentiality.
- 12. 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.
- 13. Recognition of the importance of addressing sexuality issues in the church through education, worship, healing services, pastoral care, and counseling.
- 14. Respect for and understanding of human differences, disabilities, and disorders.
- 15. Recognize and be willing to work on personal biases, counter transference issues, and personal history that may impact one's ability to counsel others.

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.

Additional Bibliography Books with an asterisk* are on One Day Reserve at Hiebert Library:

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- *Brown, Emily M. (2001) 2nd Edition. Patterns of infidelity and their treatment. Brunner-Routledge.
- 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.)
- *Charlton, Randolph S., Editor. (1997). Treating sexual disorders. Jossey Bass.
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- *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.
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- *Nelson, James B. (1978). Embodiment: An approach to sexuality and Christian theology. Augsburg. [5 copies available from instructor for \$12 each]
- Nelson, James B. and Sandra P. Longfellow (Eds.) (1994) Sexuality and the sacred: Sources for

- theological reflection. Louisville: Westminster/John Knox Press.
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- *Penner, Joyce J. and Clifford L. Penner. (1990) Counseling for sexual disorders: Resources for Christian counseling, Vol 26. Gary Collins, Ed., Word.
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- *Sgroi, S.M. (1988). Vulnerable populations vol. 1: Evaluation and treatment of sexually abused children and adult survivors. Lexington Books.
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- Stahman, R. F. and Hiebert, W. J. (1991) Counseling in marital & sexual problems. Norton.
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- *Yantzi Mark. (1998). Sexual offending and restoration. Herald Press.
- *Yoder, C. (2005) The little book of trauma healing. Good Books.

Additional resources:

There are several binders with articles and clippings on various topics in the North Wing: Masturbation: Pros and Cons, including some MBBS student papers, Homosexuality: Biblical Perspectives, Theological and General Articles, Counseling Issues, When Husbands Come Out of the Closet (excerpts) and congregational discernment resources. AAMFT's Sex and Marital Therapy Training Collection is in a white binder that contains both video and audio tapes. Other audio/video resources in the North Wing 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. Sign these out at the front desk in the North Wing and **please return them promptly**. Check other libraries also.