

FAMILY MINISTRY CONCENTRATION

Doctor of Ministry Program

Module Intensives • Summer 2009

COURSE: RLED 759 – Human Sexuality
CREDITS: 3
DATE/TIME: July 19-24, 2009; Sun 7-9:00pm, Mon-Fri 8:00am-5:30pm
LOCATION: Chan Shun Hall, RM 209
INSTRUCTOR: Curtis A. Fox, Ph.D.
(909) 238-9139 Home: (909) 792-7887
Email: cafox936@aol.com

COURSE DESCRIPTION:

An understanding of the development and maintenance of interpersonal relationships, and a study of the character and quality of human social conduct. Also studies the physiological, psychological, emotional, and social aspects of human sexuality and the Christian response to this God-given gift. Examines measures for preventing clergy sexual misconduct.

This course will cover the study of sexuality in contemporary society from a social psychological perspective. It will look at the anatomy and physiology of human sexuality, reproduction, normal and abnormal sexual response, human sexual dysfunction, sexual therapy, and sexuality in a relational context. This course material is specifically designed to address healthy sexual interaction and sexual problems faced by couples and others in their quest for healthy sexual fulfillment.

COURSE OBJECTIVES:

Knowledge

Upon successful completion of this course, the student will be able to:

1. Demonstrate knowledge of the human male and female anatomy and physiology with respect to sexual functioning and fulfillment.
2. Distinguish models for understanding sexuality in the context of dynamic systems, such as in marriages and families, as these issues interact with physiological realities.
3. Integrate the stages of male and female sexual responses as described by Masters and Johnson, Helen Singer Kaplan, and other authorities into assessment of sexual issues.
4. Identify female and male sexual dysfunctions and specify some appropriate interventions by family life educators and counselors.
5. Interpret human sexuality in the complex of race, class, culture, and religious orientation.

Values and Attitudes

Upon successful completion of this course, the student will be able to:

6. Reflect on how her/his values and attitudes were shaped by learning in the various domains of personal existence.
7. Clarify personal values and attitudes to fit new schemas informed by a worldview framed by the integration of faith and learning.
8. Own worldview and integrate values shaped by Christian interpretations, or other faith traditions, to enable authentic existence in her/his personal life.

Skills and Practice

As a result of this course, the student will be able to:

9. Evaluate how her/his own affect, perception, beliefs, and values may influence one's own behavior when preparing educational programs or treating problems related to human sexual functioning.
10. Apply spirituality and religiosity in the management of issues of sex and illness, sexual variations, sexual orientation, intersexuality, coercive sex, and other related issues.
11. Use the DSM IV TR to identify sexual problems faced by individuals, couples, and families.
12. Assess human sexuality from a family systems perspective and use this perspective to understand, evaluate, and manage sexual issues in couple relationships.
13. Use effective interventions for children and adolescents consistent with their level of development and address issues such as rape, pregnancy, STDs, and lessons of preparation for celibacy, dating, marriage, and other life choices.
14. Conduct and manage professional practice of human sexuality in the parsonage and have developed guidelines for addressing these issues as they arise.

TEACHING METHODS:

1. Lectures, readings, and handouts
2. Group discussion
3. Use of media
4. Written assignments

REQUIRED TEXTS:

1. Allgeier, E.R. & Allgeier, A.R. (2000). *Sexual Interactions*. Boston, MA: Houghton Mifflin.
2. Schnarch, D.M. (1997). *Passionate Marriage*. New York: Henry Holt and Company.

ASSIGNMENTS

Pre-Campus Assignments:

1. An assessment consisting of 25 questions on anatomy and physiology of human sexuality will be distributed more than one month prior to start of course [see appendix b]. The student will read text and/or other formal data and respond thoughtfully and accurately to each question. These questions will require some research, reading, and understanding of the material. (The information sought is helpful to professionals that will work with individuals and couples, as well as consult with other professionals engaged in appropriate interventions for their care.) **This assignment is due on Sunday, July 19, 2009 at class time.**
2. Five reflective journals on the first 5 chapters of the text, *Passionate Marriage* is required. The journal will be your response to the material presented by the author. His view is different and provocative and will challenge old ways of conceptualizing sex. You are advised to write each journal upon the completion of the reading of each chapter. **These 5 journals will be due one week prior to start of course.**
3. A journal reflecting on one week of information and messages on sexual issues in the media (newspapers, magazines, Internet, community, and humor, etc.). This will be between 3 and 5 pages of text. This assignment is designed to increase awareness to constant messages that inform values and attitudes for us and those we live and work with. Be careful to note both positive and negative messages and share implications for their impacts. **This journal will be due on July 19, 2009 at class time.**

On-campus Assignment

4. Reading from texts and other material and thoughtful discussion each day that class meets. **Reading assignments are listed and are due on said day.**

Post-campus Assignment

5. A paper on “My View of Human Sexuality” is due at the end of the course. This paper will reach into the depth of personal experiences that helped to shape personal attitudes and values regarding human sexual interactions and how these might affect present functioning and how they might influence the way you work with couples and families as you intervene as a family life educator or counselor as they deal with sexual issues. This paper will be 8 pages of text and will be written in the APA format. **This assignment will be due October 14, 2009.**

6. A critical review of two research papers that address the effectiveness or outcomes of sex education in a church, school, or community context is required. This will be a thorough review and critique with statements about implications for future practice of parent, marriage, or family life education with a focus on sex. This assignment will be 5 pages of text and will be written in the APA format. **This will be due September 14, 2009.**

EVALUATION:

Grading will be based on the following percentage values:

5%	=	Class Participation
20%	=	Journals
25%	=	Paper
10%	=	Write-up on sex education outcome research paper
40%	=	Course Exam

COURSE SCHEDULE:

DATE	TOPIC	ASSIGNMENT
Sunday	Orientation and Introduction to course; Sexual development across the life span	Allgeier & Allgeier, Chps 1, 12, 13.
Mon	Pre-assessment; History of sexual thought; Gender notions and sexual scripts PM: Anatomy and physiology of human sexuality; Sexually transmitted infections, birth control, sexual aids.	Allgeier & Allgeier, Chps 2, 3, 4. Discussion of Journal assignment 1 in class (<i>Passionate Marriage</i> , Chapter 1).
Tues	Theology and ethics of sex: Christianity and other perspectives; Discussion; Vignette; View sex seminar by Mark Gungor and a critique (gender, theology, physiology, and style); Approaches to sex education. PM: Legal and ethical issues in human sexuality for professionals; Rape, sexual abuse, clergy abuse, prostitution, and human trafficking.	Allgeier & Allgeier, Chps 16, 18, 19, 20. Video and discussion/critique in class Discussion of Journal assignment 2 in class (<i>Passionate Marriage</i> , Chapter 2).
Wed	Sex and sexual dynamics in the parsonage; Sexuality and the family system; Sexual dysfunctions PM: Sexual dysfunctions & paraphilias (DSM IV TR); Sex and sex addictions; Analyzing sexual problems.	Allgeier & Allgeier, Chps, 15, 17 Discussion of journal assignments 3 and 4 in class (<i>Passionate Marriage</i> , Chapters 3, 4).
Thu	Managing human eroticism: Sexual desire and arousal; Sex for the aged and disabled; Human sexuality from a systems perspective; PM: Intimacy defined and lived; Sexuality education in church, school, and community. Sexual orientation issues.	Allgeier & Allgeier, Chps 5, 6, 7, 14 Discussion of journal assignments 5 in class (<i>Passionate Marriage</i> , Chapter 5).
Fri	Interventions and referrals in church and community context. Doing a seminar/workshop on human sexuality in church and community.	LAB: Clinical Applications

LIFELONG LEARNING:

American Association for Marriage and Family Therapy

National Council on Family Relations

American Association of Sex Educators, Counselors, and Therapists

Journal of Family Issues

Journal of Sex Research

Sexuality, Reproduction, and Menopause (A journal)

Journal of Marriage and Families

Journal of Family Psychology

Journal of Marriage and Family Therapy

AAMFT.ORG

NCFR.ORG

AASECT.ORG

www.CSUN.EDU/~SR2022/

The National Sexuality Resource Center: hmsx.sfsu.edu/institute/nsrc/index.html

EDUCATIONAL EFFECTIVENESS:

- Students will understand and be able to explain the systems dynamics of sexual functioning and dysfunction.
- Students will be able to assess sexual issues and propose intervention processes to ameliorate conditions for couples and families.
- Students will have increased comfort level in discussing sexual issues in classroom and real-life contexts.
- Students will develop skills in coaching couples to experience greater depth of intimacy and sexual fulfillment.
- Students will learn language and communication skills for discussing sexual issues in professional contexts.
- Students will gain critical skills in examining sexual issues faced by individuals, couples, and families.
- Students will develop commitment to lifelong learning in human sexuality and will seek professionalism in doing sexuality education and counseling.

COURSE PARAMETERS:

Withdrawal

Withdrawal is recorded when a student withdraws within the date limitations indicated by the academic calendar.

Incomplete

An Incomplete indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. An Incomplete may be given when the instructor and the student agree to terms stated in an Incomplete Contract that is signed by both. Ordinarily, an Incomplete shall be removed during the following semester. For further information about an Incomplete, see the *Andrews University Bulletin*.

Attendance

The *Andrews University Bulletin* contains the following statement on policies regarding class absences:

Whenever the number of absences exceeds 10% for graduate classes of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Absence resulting in Failing Grade

Please note that excused absences is a determination of the Associate Dean's office. Absence for more than 10% of class time for whatever reason may result in failing the course.

Interpersonal Integrity

In accordance with the *Andrews University Bulletin*, all conduct between students and between students and instructor/staff are to follow respectful classroom decorum, the highest ethical standards, and Christian etiquette. At the discretion of the instructor, disruptive or distracting behavior may result in point deductions from "Active Attendance," or excusing the student from class. Children and guests are not to attend class except by advance permission granted by the instructor. Consuming food and beverages in class is discouraged.

Computers in the Classroom and Other Electronics

Because of the value of active attendance, especially involvement and engagement of students in class, computers are probably more of a hindrance to participation than a help. Use of computers in class is a privilege. Because computers are often used inappropriately, they can also be distracting to other students. The instructor will determine the appropriateness of computer use. If a student's use of computers becomes a hindrance to active, full participation or the participation of other students, the student will lose the privilege of in-class use of computers.

In respect of others in class, students are asked to turn off cell phones and pagers.

Academic Integrity

Academic integrity is treated seriously at Andrews University. From the *Andrews University Bulletin*:

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters (A list of behaviors that constitute academic dishonesty follows the above statement.).

You should pay particular attention to the matter of plagiarism. The following definition may help you to understand the various forms that plagiarism can take:

Plagiarism means submitting work as your own that is someone else's. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write.

(Barbara G. Davis, *Tools for Teaching*, Jossey-Bass, 1993, p. 300)

Students who have studied in countries where plagiarism is not defined as stated in the above paragraph should acquaint themselves with academic standards in the United States. If you so desire, the instructor will assist you on an individual basis in understanding what constitutes plagiarism.

All course work turned in to the instructor, written and otherwise, should be prepared by you alone, unless the instructor has given a specific group project requiring team/group work.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Appendix A:

RLED759 Course Bibliography

RLED759 Course Bibliography

[adapted from MFAM 674 - Human Sexual Behavior]

- Abbey, A. (1987). Misperceptions of friendly behavior as sexual interest: A survey of naturally occurring incidents. *Psychology of Women Quarterly*, 11, 173-194.
- Abel, G.G., Osborn, C., Anthony, D., & Gardos, P. (1992). Current treatment of paraphiliacs. *Annual Review of Sex Research*, 3, 255-290.
- Adams, H.E., Motsinger, P., McAnulty, R.D., & Moore, A.L. (1992). Voluntary control of penile tumescence among homosexual and heterosexual subjects. *Archives of Sexual Behavior*, 21, 17-31.
- Adams, H.E., Wright, L.W., Jr., & Lohr, B.A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology*,
- Andrews, F.M., Abbey, A., & Halman, L.J. (1991). Stress from infertility, marriage factors, and subjective well-being of wives and husbands. *Journal of Health and Social Behavior*, 32, 238-253.
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- Bailey, J.M., Kim, P.Y., Hills, A., & Linsenmeier, J.A. W. (1997). Butch, femme, or straight-acting? Partner preferences of gay men and lesbians. *Journal of Personality and Social Psychology*, 73, 960-973.
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- Brown, R. (1996). *Against my better judgment: An intimate memoir of an eminent gay psychologist*. New York: Harrington Park Press.
- Byers, E.S., & Heinlein, L. (1989). Predicting initiation and refusals of sexual activities in married and cohabitating couples. *The Journal of Sex Research*, 26, 210-231.
- Byrne, D., & Fisher, W.A. (Eds.) (1983). *Adolescents, sex, and contraception*. Hillsdale, NJ: Erlbaum.
- Call, V., Sprecher, S., & Schwartz, P. (1995). Marital sexual intercourse frequency in a national sample. *Journal of Marriage and the Family*, 57, 639-652.
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Appendix B:

RLED759 Human Sexuality Pre-campus Assessment

RLED759 Human Sexuality Pre-campus Assessment

Name: _____

ID# _____

Please answer the following questions with as much clarity as you can, giving relatively brief but complete answers for each.

1. Describe the mechanism of an erection in males and state how Viagra may be useful in aiding it.

2. What is menarche and how is the secular trend related to it?

3. What are four tests that are used to test the health of an unborn fetus?

4. What is the coital alignment position and how is it helpful to sexual fulfillment in a sexual relationship?

5. Some say that the penis is a muscle that can become very rigid in the face of sexual stimulation. Give the best anatomical or physiological response to this statement.

6. What is hypospadias and how might it be corrected if necessary?

7. What is phimosis and how is that problem managed?

8. What is the pubococcygeus muscle and how might it be related to sexual pleasure?

10. What is vaginismus and what might be the causes and effects of same?

11. What is the refractory period and how does lack of knowledge of same affect some people in their sexual interaction and satisfaction?

12. What is peyronies disease and how might that affect sexual interaction?

13. What is Chordee?

14. What is the corpora cavernosa and what is their companion vessel that allows for them to fulfill their function?

15. What is the Grafenberg Spot and how is it related to sensory sexual response in males and females?

16. What is vaginal fusion and what are the treatment(s) for that condition?

17. What are the four major types of sexual dysfunctions related to the sexual response cycle in humans?

18. What is the leading cause of infertility in women?

19. How might anorexia nervosa in women be related to amenorrhea?

20. What is spectating and how might it be related to sexual arousal and satisfaction?

21. What is intersexuality and how might it be reconciled with Christian views about sex and gender?

22. What are some examples of sexual scripts that may cause some to justify acquaintance rape and marital rape?

23. What are the differences between herpes and syphilis and how might you discuss their causes and cures in the human body?

24. As a couple gets older, their sexual experience wanes until their bodies begin to disallow them from sexual fantasies and sexual involvement. Describe the life-cycle of human sexuality and your informed (scholarly) perspective on sex as people move into later life.

25. Describe the Quantum Model of sexuality and show how it is related to enjoying sexual fulfillment in marriage.