Sexuality and Sex Therapy - 02PSY573/01
April 1 – May 14, 2014
Tuesdays 9:00 a.m. – 12:00 p.m.
Wednesdays 1:00 – 4:00 p.m.
Sharon A. Hersh, M.A., LPC, CLC
sharon@sharonhersh.com

"We walk through ourselves, meeting robbers, ghosts, giants, old men, young men,
wives, widows, brothers-in-love. But always meeting ourselves."
-James Joyce
_Ulysses_

Course Instructor

Sharon A. Hersh M.A., LPC, CLC has been a therapist for over fifteen years and continues with an active practice that has an emphasis in addiction, relationships, adolescents, and personal transformation. She is an author, speaker, teacher, and certified life coach. She is the author of several books, including _The Last Addiction_, the award-selling _Bravehearts_, and her most recent book _Begin Again, Believe Again_. She has written five parenting books including the award-winning Bible Study, _Mothering Without Guilt_. She is a frequent speaker and teacher at universities, seminars, conferences, and retreats.

Office hours: By appointment.

Course Description

This course will investigate spiritual, psychological, and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorders, including diagnosis and treatment for the individual and couples seeking therapy. The class will address both healthy and unhealthy practices from a Christian worldview. Classes will be in seminar format and will include lectures, readings, film, and discussion.
Course Objectives

Through class assignments, students will demonstrate the following:

1. Understanding of the terms, language, and concepts of human sexuality.
2. Knowledge of sexual development, as well as experiences, family dynamics, and cultural roles impacting sexual development.
3. An in-depth understanding of their individual sexual history integrated with their Christian faith and practice, for the purpose of preparation for working in a therapeutic setting.
4. An awareness of the responsibilities and ethics of the counselor.
5. An ability to identify common sexual questions, myths, and problems and provide therapeutic answers and interventions to both individual and couples seeking counseling.

“The question for our lives is not whether we will surrender, but rather, to what or whom? Surrender to Jesus does not mean putting on rose-colored glasses, but rather, daring to face head-on the world’s brokenness – even in yourself.”

Gordon Dalbey, Healing the Masculine Soul

Course Textbooks & Articles

Required:
In order to fully participate in class discussion, students will complete required reading by the date specified on the Syllabus. At the end of the term, students will indicate on a Required Reading and Assignments form (provided in class) that they completed the reading.


**Recommended:**


“Did God create us male and female to relate in unique ways that together reveal the glory of how God relates, within His own community and with us? That is the question raised by the idea of relational gender.”

Larry Crabb, *Fully Alive*

**Course Content, Topics and Schedule**

4/01/14 Course overview & syllabus review
- Sexuality
- Sex as Sign
- John 4:1-38
- Class discussion

Come to class having read:
- Smedes, *Sex For Christians*
4/02/14  -  Sex Appeal
           -  Sex & Community
           -  Romans 12:1,2
           -  Class Discussion

4/08/14  -  Sex & Adolescents
           -  Sex & Singles
           -  1 Corinthians 7:1-35
           -  Class Discussion
           [Come to class with a journal article to share on Environmental Influences on Sexual Development. (see details below)]

4/09/14  -  The Subject of Abuse
           -  Romans 1:18-27
           -  Class Discussion
           [Come to class having read: Frykholm, See Me Naked]

4/15/14  -  Same-Sex Attraction
           -  Romans 1:18-32
           -  Class discussion
           [**Paper Due:** “Two Faces of Trauma”]

4/16/14  -  The Power of Shame
           -  Learning a New Language
           -  John 1:1-5
           [Come to class having read: Rosenau, “Sexuality and Sex Therapy”]

4/22/14  -  “Starting a New Conversation”
           Classroom Presentations
           Discussion, Q&A, and prep
           Time for Presentation

4/23/14  -  Classroom Presentations

4/29/14  -  Classroom Presentations

4/30/14  -  Sex & Marriage
           -  The Crucible
           -  Genesis 2:24-26
           -  Class Discussion
           [Come to class having read: Schnarch: Desire & Intimacy]
5/06/14 - Sex & Gender
- Genesis 1:26-27
- Class Discussion

5/07/14 - The Normal Sexual Cycle
- Genesis 19:16; Psalm 139; 1 Corinthians 6:16; Ephesians 5:31-33
- Class Discussion

5/13/14 - Sexual Dysfunctions
- James 1:14-18
- Class Discussion
- Affairs & Addiction
- The Last Addiction
- Titus 3:3; Romans 6:19; Romans 7:24; Proverbs 22:5; Proverbs 7:1-26
- Class Discussion

5/14/14 - Sexuality, Sex & the Counselor
- The Passion of the Spiderman
- The Passion of Christ
- John 2:1-11
- Class Discussion

Course Requirements

Attendance is mandatory for all class days. If a student needs to miss class, please submit a request via email. Missing class may affect the student’s grade.

The final grade will be based on class participation, (which includes discussion of class material, required reading, and student’s Journal article, At the end of the term, students will indicate on a Required Reading and Assignments form (provided in class) that they completed the; the 1-2 page paper “The Two Faces of Trauma” (due 4/16/14), Classroom Presentation – “Starting a New Conversation (4/23, 29, 30), and Sexual Self-Study term paper (due 5/30/14).
Class Discussions:
- Students will have an opportunity to discuss class material at the end of most classes and are asked to incorporate discussion about the reading or assignment due by that date.

- Due 4/9/14 Students will share a summary from a Journal article in this field on Environmental Influences on Sexual Development.

- Due 4/23, 29, 30 Students are asked to work in groups of 2-3 to present, “Starting a New Conversation,” to the class. The presentation is for the sake of the class community’s “mutuality of interests” to “live and act by the common virtues of trust, goodwill, forbearance, self-restraint, compassion, and forgiveness” (Berry). The presentation will demonstrate a client experiencing shame discussing a presenting problem with regard to sexuality and a therapeutic “conversation” to begin to dismantle the shame. Students are encouraged to be creative in their presentation, using role-play, media, and other resources. The presentation will be 10-15 minutes long with class discussion.

"Fairy tales are more than true; not because they tell us that dragons exist, but because they tell us that dragons can be beaten."
- G.K. Chesterton

Tremendous Trifles

Papers
1. Students will write a 1-2 page reflection paper on “The Two Faces of Trauma.” The subject matter for this paper will be explained in class. Due: 4/16/14.

2. Students will write a 1-2 page reflection paper on “Fictions About Passion,” addressing the lies about sex ad sexuality that influence the culture. Due: 5/06/14

3. Students will write a 12-14-page paper on the development of their individual sexuality addressing both psychological research and Christian ethical standards surrounding that development. Issues to be addressed include (but are not limited to):
   • How sexuality was presented in your family.
   • Issues that led up to specific behaviors.
   • Your emotional response to specific behaviors.
   • How specific behaviors/emotions impacted your spiritual life and growth.
   • How gender identity and gender roles were presented and integrated.
   • How you overcame or will overcome any destructive patterns, beliefs, or consequences.
   • How your own sexual development will contribute to your counseling.
Since this is an integration paper of class material and personal story, students will need to demonstrate knowledge of the subject matter by citing a minimum of six sources.

This paper is due 5/30/14. Turn in papers to Mrs. Alisa Jones.

Papers should be sealed in a manila envelope with student’s name written on the outside of the envelope. The graded papers will be mailed to Alisa to distribute in student mailboxes. If the student wants the paper mailed to an address other than the school, please include a self-addressed, stamped envelope. Otherwise, the paper will be mailed to Alisa. Due to the confidential nature of this paper, electronic papers will not be accepted.

5. All papers are to be written in APA format, 6th edition.

Course Policies

1. Grading Policy:
   Class Discussion of class material and assignment due for that day. 10%
   “Reflection Paper,” Two Faces of Trauma” paper 15%
   Class Presentation – “Starting a New Conversation” 25%
   Final Integration Paper 50%

2. 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
# Course Objectives Related to MAC Student Learning Outcomes

**Course:** Sex and Sexuality  
**Professor:** Sharon Hersh, MA  
**Campus:** Orlando  
**Date:** Spring 2014

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.

<table>
<thead>
<tr>
<th>MAC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
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<tbody>
<tr>
<td><strong>FOUNDATIONS</strong></td>
<td>Strong</td>
<td>Students learn basic theory and theology of sexuality and sex therapy through reading and class discussion.</td>
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<tr>
<td>Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.</td>
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<tr>
<td><strong>COUNSELING, PREVENTION, AND INTERVENTION</strong></td>
<td>Strong</td>
<td>Through time in the clinic, students learn to apply the principles learned in class.</td>
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<tr>
<td>Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.</td>
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<tr>
<td><strong>DIVERSITY AND ADVOCACY</strong></td>
<td>Strong</td>
<td>Students learn through class presentation how to treat and treatment plan for sexual dysfunctions cross culturally.</td>
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<td>Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
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<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Moderate</td>
<td>Through the use of lectures, films and case presentations, students learn to assess and treat different sexual dysfunctions.</td>
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<td>Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including 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.</td>
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<tr>
<td><strong>RESEARCH AND EVALUATION</strong></td>
<td>Minimal</td>
<td>Students learn evidence based methods from a Christian perspective for treating sexual dysfunction through class readings.</td>
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<td>Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</td>
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<td><strong>DIAGNOSIS</strong></td>
<td>Moderate</td>
<td>Student will be able to understand and diagnose sexual dysfunctions from realistic case studies and case presentations.</td>
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<td>Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em>, and evaluates them through a biblical and theological framework.</td>
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<tr>
<td><strong>INTEGRATION</strong></td>
<td>Strong</td>
<td>Students integrate biblical perspective and sexual ethics in class presentations.</td>
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<td>Integration of biblical &amp; theological concepts with counseling practices.</td>
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<td><strong>SANCTIFICATION</strong></td>
<td>Strong</td>
<td>Students apply their knowledge of God’s design for sexuality in the clinic setting.</td>
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<td>Demonstrates a love for Triune God</td>
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