



**COUN5322 – Human Sexuality**  
**New Orleans Baptist Theological Seminary**  
**Church & Community Ministries Division**  
**Fall 2016 – Wednesdays, 8:00-10:50**

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### **Purpose of Course**

This course is designed as a study of human sexual development, sexual practices, and treatments for sexual dysfunctions and paraphilia. Theological and Christian practice issues are applied to human sexuality. Students learn techniques of sex therapy with a systemic perspective. Students are also challenged in their growth and development in this area.

### **Our Core Values**

The seminary has five core values. The core value focus for 2016-2017 is Characteristic Excellence. This course supports the five core values of the seminary.

*Doctrinal Integrity:* Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”

*Spiritual Vitality:* We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

*Mission Focus:* We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence:* What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is Characteristic Excellence.

### **Curriculum Competencies Addressed**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

*Biblical Exposition:* To interpret and communicate the Bible accurately.

*Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.

*Disciple Making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

*Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.

*Servant Leadership:* To serve churches effectively through team ministry.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

*Worship Leadership:* To facilitate worship effectively.

The curriculum competencies addressed in this course are:

1. *Spiritual and Character Formation:* As students learn to integrate biblical, theological, and professional elements, they will gain competence in spiritual and character formation.
2. *Servant Leadership:* Through practice counseling and being learning to serve and meet the client's needs, students will practice and develop an appreciation for the role of servant leadership in the counseling relationship.

3. *Interpersonal Relationships: Students will develop a greater level of competence in interpersonal relationships through increased personal reflection and self-examination, as well as practice counseling.*

### **Course Catalog Description**

A study of human sexual development, sexual practices, and treatments for the sexual dysfunctions and paraphilia is made. Theological and Christian practice issues are applied to human sexuality. Students learn techniques of sex therapy with a systemic perspective.

### **Student Learning Outcomes**

By the end of this course, the student will:

1. Develop a Christian theological foundation for human sexuality.
2. Be able to describe sexual reproductive anatomy and physiology.
3. Examine and be able to delineate developmental aspects of human sexuality.
4. Be able to diagnose sexual problems, and examine treatment strategies, particularly with sexual dysfunctions and relationship issues.
5. Be encouraged to understand and become comfortable with their own sexuality as they integrate a Biblical sexual theology into their lives and counseling practice.
6. Develop an understanding of sexual biology, psychology and Biblical values so that each student becomes at ease talking and counseling in the sexual area of personality and relationships.

### **Required Readings**

McCluskey, C., & McCluskey, R. (2004). *When two become one: Achieving sexual intimacy in marriage*. Grand Rapids, MI: F.H. Revell.

Rosenau, D.E. (2002). *A celebration of sex*. Nashville, TN: Thomas Nelson, Inc.

Yarhouse, M. A. & Tan, E. S. N. *Sexuality and sex therapy: A comprehensive Christian appraisal*. Downers Grove, IL: InterVarsity Press.

### **Optional Readings**

Hyde, J. S., DeLamater, J. D. (2006). *Understanding human sexuality*, (9th Edition). Boston, MA: McGraw Hill.

Balswick, J. K. & Balswick, J. O. (1999). *Authentic human sexuality*. Downers Grove, IL: InterVarsity Press.

\*Some of the reading for this course does not come from a specifically Christian perspective. This reading is required because it is representative of the thought in the field of sexology. Time will be spent in class discussing and critiquing the material from a Biblical Christian perspective.

### **Content of the Course**

The course will address the following content areas:

1. Christian Theology and Biblical Foundations for Sexuality
2. Sexual and Reproductive Anatomy
3. Love, Relatedness, Commitment, and Sexual Response
4. Contraception and Abortion
5. Sexual Dysfunctions, Paraphilia, and Therapies to treat them
6. Sexual Orientation
7. Sexual Victimization

### **Course Methodology**

#### ***In-Class:***

Class Discussion  
Lecture  
Discussion Groups  
Role-Plays  
Videos

#### ***Outside-of-Class:***

Reading Assignments  
Writing Assignments  
Therapy Research  
Group Process

### **Assignments & Evaluation Criteria**

Sexual Integration Paper: Theology of Sexuality	25%
Parts I and II (20%)	
Part III (5%)	
Treatment Plans	15%
Topic Presentation	10%
Mid-Term Examination	15%
Final Examination	15%
Class Participation (Role Plays, Group Exercised, etc.)	20%

### **Assignment Policies**

All assignments are to be submitted in the manner which is listed on the syllabus by the assigned date and time. Any late assignments will incur a penalty of four points per weekday. No assignments will be accepted later than one week after the due date. Assignments are not to be emailed to instructor without prior permission. All written assignments are to be written in accordance to the standards set in the APA Publication Manual.

## ***Sexual Integration Paper***

This three-part paper is designed for your growth into sexual health and maturity. It will only be helpful if you are willing to be courageously open in exploring your own sexual self and theology.

Parts I and II are due on October 5. Part III is due on November 16.

### **I. An Autobiography (4-5 pages)**

- a. Write out your sexual history. Start with your earliest sexual memory and develop key experiences and situations that shaped who you are as a sexual person.
- b. What people, relationships and influences helped shape your attitudes/values about your body, masculinity/femininity and sex in elementary, high school, college and post-college? Can you remember specific messages or incidents that created some of your attitudes, values and priorities? How was your family system influential? (Although you may choose not to share all details of your sexual history, you are strongly encouraged to complete the exercise of writing about all significant experiences, even if you delete some aspects before submitting the paper. This assignment is for your growth.)
- c. As you develop your sexual history, relate which events you have struggled with and wish could have been different. Which events have brought you insight and growth? In which areas do you experience shame and/or guilt? In sorting through these experiences, is there still some unfinished business that may need healing or further growth? How might you accomplish this?

### **II. A Personal Theology of Sex (8-10 pages)**

Briefly develop the following questions, as you create your own personal sexual theology to guide and protect you. Hopefully this can be the foundation of some great counseling and teaching, as you assimilate this wisdom.

- a. What are 4-5 Scriptural concepts that you would select to unfold God's sexual economy? Develop your own sexual theology that you could use to coach others into sexual understanding and wholeness.
- b. What researchers do you agree or disagree with in terms of your sexual theology? (This question implies that you have done research about what leading Christian researchers believe about sexual theology. Your paper should include at least 6 sources outside of your textbooks.)
- c. What sexual sin are you most vulnerable to and what circumstances could bring about personal failure in this area? What is your next most vulnerable area? What

things would God have you do to make yourself less vulnerable and protect yourself? What Scripture passages should you be taking to heart?

- d. Briefly describe what a sexually whole person would be like in God's eyes? How do you measure up to your ideal? What are your strengths and rough edges? What do you need to do to achieve greater sexual wholeness?

### III. **Spiritual Vitality Component** (3-4 pages)

This portion is designed as to assist students in being comfortable discussing Biblical sexuality outside of the classroom context, as well as to minister to the local church by leading others to incorporate spirituality into sexuality.

- a. Students will prepare a Bible study based on some aspect of sections II.A. and II.D. The topic should be narrowed enough that students can teach the Bible study in a 30-45 minute lesson. Special emphasis should be on God's plan for sexuality, as this is an often misunderstood topic in both the world and the church. Students should provide a brief outline of their Bible study (2 pages or less). Students will secure a setting in which they may teach this Bible study in order to educate, encourage, and challenge believers/unbelievers to serve God through the experience of Biblical sexuality. Suggested settings include Sunday school classes, Bible study groups, youth groups, and other settings approved by the professor.
- b. Students will write 1-2 pages describing their experiencing of teaching the Bible study, including emotions experienced (anxiety, fear, peace, boldness, etc.) and the student's perceived response to the Bible study by the audience.

It is recognized that the major benefits of the paper are in 1) exploring these issues so you may know your strengths and vulnerabilities and take action to live with integrity; and 2) writing your story knowing someone will read it. In the course of your counseling ministry, you will ask clients to trust you by being transparent and honest about their struggles. This exercise will help you to recognize the courageous choice that clients make when they trust you to walk alongside them on their personal journey. Papers will be returned to students and complete confidentiality of the student's writing is assured by the instructor. These papers will only be read by the instructor.

#### ***Treatment Plan***

Students will be placed into groups of 3-4 that are selected by the instructor. Each group will choose three problems common to the area of sexuality in counseling. The group members will be responsible for coming up with a treatment plan and a role play regarding the problem.

The treatment plan should be **two pages or less**. A format for the treatment plans will be handed out during the second week of class. Treatment plans should reference at least **three** current journal articles related to the treatment issue.

The role play should be between 10-15 minutes. Students will post treatment plans to the “Treatment Plan” discussion board on Blackboard by midnight the Wednesday prior to the class meeting in which their chosen treatment issue is discussed and presented in a role play. Students should download and read the treatment plans posted by their classmates in preparation for class, as well as the midterm and final exam.

### ***Topic Presentations***

Each student will be required to research and present a 5-10 minute presentation to the class on a topic related to sexuality / sexual functioning. Students may use power point, handouts, or other methods useful for teaching the topic. Presentation topics will be assigned and presentations will take place throughout the semester.

### **Attendance**

Class attendance is extremely important, not just for the content, but to get the value of class interaction and different viewpoints. Any work missed due to absence or tardiness is the student’s responsibility. Please obtain copies of notes or handouts from your colleagues. Although you are allowed 9 hours of absence in accordance with NOBTS attendance policy, please take this course seriously and attend all classes unless providentially hindered.

### **Course Schedule**

Reading schedule abbreviations: SST (Sexuality & Sex Therapy), CS (Celebration of Sex), TBO (When Two Become One), AS (Authentic Human Sexuality—on reserve at library).

<b>Week #</b>	<b>Date</b>	<b>Topics</b>	<b>Reading Assignment</b>
1	8/24	Introduction/Syllabus	
2	8/31	Theology of Sexuality	SST: Chapter 1, 2 CS: Intro and Chap. 1 TBO: Chapter 1
3	9/7	Sexual Anatomy Contraception and Abortion	SST: Chapter 3 CS: Chapters 3 TBO: Chapter 4
4	9/14	AACC – NO CLASS	Work on Integration Paper Parts 1 & 2

5	9/21	Sexual Education for Kids / Adolescents	CS: Chapter 2
6	9/28	The Sexual Response Cycle Techniques of Arousal & Communication	SST: Chapter 4 CS: Chapter 4, 6-10, 18 TBO: Chapters 2, 5-9, 12
7	10/5	Sexual Disorders and Sex Therapy	SST: Chapter 5-9 DSM-IV-TR: p. 535- 564 CS: Chapter 21-22 <b>Integration Paper Parts I &amp; II Due</b>
8	10/12	Sexual Coercion / Sexual Trauma (Osborn)	CS: Chapter 24 AS: Chapters 10-12
9	10/19	<b>Fall Break – No Class</b>	
10	10/26	MID TERM EXAM	
11	11/2	Variations in Sexual Behavior Sexual Addiction (Schutte)	SST: Chapter 10, 11 CS: Chap 26-28
12	11/9	Relationship Issues Attraction, Intimacy, and Love	CS: Chapters 11-15, 26-28 AS: Chapters 6-9 TBO: Chapter 3
13	11/16	Fertility and Infertility Sexuality and the Life Cycle	CS: Chapter 19-20, 25 <b>Integration Paper Part III- Due</b>
14	11/23	<b>Thanksgiving Break-No Class</b>	
15	11/30	Gender and Sexuality Sexual Orientation	SST: Chapter 12, 13 CS: Chap 29 AS: Chapters 4-5
16	12/7	Sexually Transmitted Diseases	SST: Chapter 14 CS: Appendix

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a

student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**For Technical Assistance Contact the ITC**

- [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
- 504.816.8180 - Call for any technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

<b>Papers or Assignments</b>	<p>All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.</p> <p style="text-align: center;">Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p>Late assignments will result in a deduction of <b>four points per class period for classes that meet 2 times per week</b> (an equivalent deduction will be determined for one and three day classes).</p> <p style="text-align: center;">Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.</p> <p style="text-align: center;">All counseling students will write papers in accordance to standards set in the APA Publication Manual.</p>
<b>Quizzes</b>	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
<b>Exams</b>	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
<b>Study Guide</b>	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
<b>Cellular Phones/Pagers</b>	<p>Certain electronic devices are not permitted in psychology and counseling classrooms. These devices include: cellular/digital telephones, two-way radios, radios, or other devices that distract from the learning environment. These devices should be turned off or left outside of the classroom.</p>

<p><b>Plagiarism</b></p>	<p>A high standard of personal integrity is expected of all students. Copying another person’s work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden.</p> <p><b>Although anything cited in three sources is considered public domain, we require that all sources be cited. ANY INFRACTION WILL RESULT IN FAILING THE COURSE. ANY INFRACTION WILL BE REPORTED TO THE DEAN OF STUDENTS FOR FURTHER ACTION!</b></p>
<p><b>Class Participation</b></p>	<p>Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

### Selected Bibliography

#### *Biblical Sexuality*

- Akin, D. (2003). *God on sex: The creator’s ideas about love, intimacy and marriage*. Broadman & Holman. (BT 708 A356)
- Arnold, J. (1998). *A plea for purity: Sex, marriage & God*. Plough Publishing House. (BT 708 A766)
- Balswick, Judith & Balswick, J. (1999). *Authentic human sexuality: An integrated Christian approach*. Intervarsity Press. (HQ 21 B357)
- Cosby, M. (1984). *Sex in the bible: An introduction to what the scriptures teach us about sexuality*. Prentice-Hall. (BS 680. S5 C673)
- Gardner, T. A. & Stanley, S. M. (2002). *Sacred sex: A spiritual celebration of oneness in marriage*. Colorado Springs, CO: WaterBrook Press.
- Gold, M. (1992). *Does God belong in the bedroom?* Jewish Publication Society. (BM720. S4 G653)
- Gruber, T. (2001). *What the bible “really” says about sex: A new look at sexual ethics from a biblical perspective*. Trafford. (BS 680. S5 G783)
- Gudorf, C. E. (1994). *Body, sex, and pleasure: Reconstructing Christian sexual ethics*. Pilgrim Press. (BX 1795. S48 G836)
- Perry, F. (1982). *Sex and the bible*. Christian Education Research Institute. (BS 680. S5P477)

Piper, J. (1990). What's the difference?: Manhood and womanhood defined according to the bible. Crossway Books. (BT 703.5 P574)

Quay, P. M. (1985). The Christian Meaning of Human Sexuality. Credo House. (BT 708 Q39)

Wheat, E. & Wheat, G. (1997). Intended for pleasure. Fleming H. Revell. (HQ 734 W52)

### ***Newlywed Resources***

Penner, Clifford & Penner, J. (1994). Getting your sex life off to a great start: A guide for engaged and newlywed couples. Word Publishing. (HQ 31 P466)

Rosenau, D. E. (2005). A celebration of sex for newlyweds. Nashville, TN: Thomas Nelson.

### ***Parenting Resources:***

Laaser, M. R. (1999). Talking to your kids about sex: How to have a lifetime of age-appropriate conversations with your children about healthy sexuality. Colorado Springs, CO: WaterBrook Press.

### ***Sexual Dysfunctions/Disorders:***

Charlton, R. & Yalom, I. (1997). Treating sexual disorders. Jossy-Bass Publishers. (RC 557 T743)

Goodwin, A. & Agronin, M. (1997). A Woman's Guide to Overcoming Sexual Fear & Pain. New Harbinger Publications. (RC 560. S46 G663)

Kaplan, H. (1989). How to overcome premature ejaculation. Brunner/Mazel. (RC560.P73 K375)

Kaplan, H. (1987). The illustrated manual of sex therapy. Brunner/Mazel. (RC557K375)

Leiblum, S. & Rose, R. (2000). Principles and Practices of Sex Therapy. Guilford Press. (RC 557 L453)

Penner, Joyce & Penner, C. (1990). Counseling for Sexual Disorders. Word Publishers. (BV 4460.8 P466)

### ***Sexual Addiction/Pornography:***

Carnes, P. J., Delmonico, D. L., Griffin, E., & Moriarity, J. M. (2007). In the shadows of the net: Breaking free of compulsive online behavior. Center City, MN: Hazelden.

Carnes, P. J. (2001). Out of the shadows: Understanding sexual addiction. Center City, MN: Hazelden.

Laaser, M. R. (2004). Healing the Wounds of Sexual Addiction. Grand Rapids, MI: Zondervan.

Struthers, W. M. (2009). *Wired for intimacy: How pornography hijacks the male brain*. Downers Grove, IL: Intervarsity Press.

***Sexual Abuse:***

Bromley, N. B. (2007). *Hush: Moving from silence to healing after childhood sexual abuse*. Chicago, IL: Moody Publishers.

Carter, W. L. (2002). *It happened to me: A teen's guide to overcoming sexual abuse*. New Harbinger Publications.

Cohen, J. A., Mannarino, A. P., Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York: Guilford Press.

***Infertility:***

Saake, J. (2005). *Hannah's hope: Seeking God's heart in the midst of infertility, miscarriage, and adoption loss*. Colorado Springs, CO: Nav Press.

Thompson, J. (2011). *Dear God, why can't I have a baby?: A companion guide for couples on the infertility journey*. Abilene, TX: Leafwood Publishers.

***Extramarital Affairs:***

Carder, D. (2003). *Close calls: What adulterers want you to know about protecting your marriage*. Chicago, IL: Northfield Publishing.

Carder, D. (2008). *Torn asunder: Recovering from an extramarital affair*. Chicago, IL: Moody Publishers.

Laaser, D. (2008). *Shattered vows: Hope and healing for women who have been sexually betrayed*. Grand Rapids, MI: Zondervan.      *Abortion:*

Reisser, T. & Reisser, P. (2000). *A solitary sorrow: Finding healing and wholeness after abortion*. Shaw Books.

***Other Christian Resources:***

Foster, R. J. (1985). *The challenge of the disciplined life: Christian reflections on money, sex & power*. Harper & Row. (HB 72 F678)

Kraft, W. (1998). *Whole & Holy Sexuality: How to Find Human and Spiritual Integrity as a Sexual Person*. Wipf and Stock. (HQ 32 K374)

LaHaye, Tim & Lahaye, B. (1998). *The Act of Marriage: the Beauty of Sexual Love*. Zondervan. (BT 708 L343)

***Other Secular Resources:***

Weeks, G. & Hof, L. (1987). *Integrating Sex and Marital Therapy: A Clinical Guide*. Brunner/Mazel. (RC 488.5 1584)

Schnarch, D. (1998). *Passionate marriage: Love, sex, and intimacy in emotionally committed relationships*. H. Holt. (RC 557 S363)

Sell, C. & Sell, V. (2003). *Making love meaningful: The purpose of marital intimacy*. Broadman & Holman. (HQ 31 5455)

Cervenka, K.A. (2003). *In the mood again*. Oakland, CA: New Harbinger Publications.

McCarthy, B. & McCarthy, E. (2003). *Rekindling desire: A step-by-step program to help low-sex and no-sex marriages*. Brunner-Routledge. (HQ 31 M333)

Greenberg, J., Bruess, C., & Haffner, D. (2000). *Exploring the dimensions of human sexuality*. Jones and Barlett. (HQ 21 G744)

***Journals:***

*Journal of Sex & Marital Therapy*. Brunner/Mazel.

*Journal of Sex Education and Therapy*. American Association of Sex Educators and Counselors