



COUN5322 Human Sexuality
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Fall 2018

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Tuesday 8:00 a.m.-10:50 a.m.

Leeke Magee Christian Counseling Center

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Mission Statement

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.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is **Doctrinal Integrity**.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: **Interpersonal Skills, Servant Leadership and Spiritual and Character Formation.**

Course Description

COUN5322 Human Sexuality (3 hours) Faculty

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

Syllabus Distribution

This syllabus will be made available via blackboard one week prior to the first day of class. Due to regular semester updates, any version accessed prior to this date may contain inaccuracies.

Program Objectives: #2. Upon successful completion of one of the Master's Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling, #4. Upon successful completion of one of the Master's Programs in Counseling, graduates should be able to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will develop a Christian theological foundation for human sexuality. (2.F.2.g.)	<i>Instruction</i> Class lecture and discussion <i>Readings</i> <i>When two become one, A celebration of sex, Sexuality and sex therapy</i>	<i>Course Assignments</i> Sexual Integration Paper Midterm Exam Final Exam
Students will describe sexual reproductive anatomy and physiology.	<i>Instruction</i> Class lecture and discussion <i>Readings</i> <i>When two become one, A celebration of sex, Sexuality and sex therapy</i>	<i>Course Assignments</i> Midterm Exam Final Exam
Students will examine and be able to identify developmental aspects of human sexuality. (2.F.3,e-f.)	<i>Instruction</i> Class lecture and discussion <i>Readings</i> <i>When two become one, A celebration of sex, Sexuality and sex therapy</i>	<i>Course Assignments</i> Midterm Exam Final Exam
Students will be able to diagnose sexual problems, and examine treatment strategies, particularly with sexual dysfunctions and relationship issues.	<i>Instruction</i> Class lecture and discussion <i>Readings</i> <i>When two become one, A celebration of sex, Sexuality and sex therapy</i>	<i>Course Assignments</i> Treatment Plan Midterm Exam Final Exam
Students will understand and become comfortable with their own sexuality as they integrate a Biblical sexual theology into their lives and counseling practice.	<i>Instruction</i> Class lecture and discussion <i>Readings</i> <i>When two become one, A celebration of sex, Sexuality and sex therapy</i>	<i>Course Assignments</i> Sexual Integration Paper Midterm Exam Final Exam
Students will 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. (2.F.2.g.)	<i>Instruction</i> Class lecture and discussion <i>Readings</i> <i>When two become one, A celebration of sex, Sexuality and sex therapy</i>	<i>Course Assignments</i> Assigned Lecture Topic Midterm Exam Final Exam
Students will understand the impact of human sexuality on couple and family functioning. (2.F.3.f)	<i>Instruction</i> Class lecture and discussion <i>Readings</i> <i>When two become one, A celebration of sex, Sexuality and sex therapy</i>	<i>Course Assignments</i> Midterm Exam Final Exam

Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<i>Sexual Integration Paper</i> 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. 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?	10%	10/2

<i>Sexual Integration Paper</i> 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?	10%	10/2
<i>Sexual Integration Paper</i> 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 experience 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	10%	11/13

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.		
<i>Lecture Presentations</i> Each student will be required to prepare and present a lecture based on one of the weekly topics listed in the Course Schedule. Unlike the content of other courses in our curriculum, most, if not all, of what you learn in this course may be the subject of psychoeducational interventions with clients. Your lecture presentation will give you an opportunity to talk about interesting and perhaps awkward aspects of sexual function. Your lecture should make use of PowerPoint or another presentation media platform and cover the scope of information addressed in the reading assignments for your topic. Students are expected to do more than simply read PowerPoint slides or handouts. Students will be expected to facilitate a dynamic learning environment. Any significant failure to give attention to these areas will result in a reduction in the credit given for the presentation. Consider using one or more roll-play or group interactions as a part of your presentation. Lecture topics will be assigned the first day of class.	30%	Topics will be assigned on first day of class and presented according to the Course Schedule
<i>Treatment Plan</i> Students will select a specific presenting problem related to the subject matter of their assigned Lecture Presentation. A treatment plan will be completed and given out as a handout on each student's lecture day. 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 two current journal articles related to the treatment issue.	5%	Due on date of Lecture Presentation
<i>Book Review</i> Students will sign up to present a book related to human sexuality. The presentation will be given at the beginning of class on assigned dates and should last no longer than 10 minutes. Students may use the course bibliography as a guide for selecting books. The presentation should include the following elements: 1. Biographical Sketch of the Author 2. Statement of the Author's Purpose 3. BRIEF Summary of the Book's Contents 4. Unique Features, Strengths/Weaknesses of the Book 5. Concluding Evaluation (Would you recommend the book? Why or why not?)	5%	Due based on sign-up.
Mid-Term Examination	15%	10/9
Final Examination	15%	See Catalog

Textbooks

Required Textbooks

McCluskey, C., & McCluskey, R. (2004). *When two become one: Achieving sexual intimacy in marriage*. Grand Rapids, MI: F.H. Revell. (ISBN: 978-0800717940)

Rosenau, D. E., Neel, D. C. & Fox, W. E. (2016). *A celebration of sex*. Nashville, TN: Thomas Nelson, Inc. (ISBN: 978-0985810764)

Yarhouse, M. A. & Tan, E. S. N. (2014). *Sexuality and sex therapy: A comprehensive Christian appraisal*. Downers Grove, IL: InterVarsity Press. (ISBN: 978-0830864836)

Optional Textbooks

Hyde, J. S., DeLamater, J. D. (2013). *Understanding human sexuality, 12/e*. Boston, MA: McGraw Hill. (ISBN: 978-0078035395)

Balwick, J. K. & Balwick, J. O. (2008). *Authentic human sexuality: An integrated Christian approach, 2/e*. Downers Grove, IL: InterVarsity Press. (ISBN: 978-0830828838)

*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.

Course Teaching Methodology

The course will involve the following methods of in-class instruction: class discussion, lecture, discussion groups, roleplays, and videos. Additionally, this course will involve the following outside-of-class instruction: reading assignments, writing assignments, therapy research, and group work.

Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2nd floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is [available free](#) to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

Evaluation of Grade

The student's grade will be computed as follows:

Sexual Integration Paper	30%
Lecture Presentations	30%
Treatment Plan	5%
Book Review	5%
Mid-Term Exam	15%
Final Exam	15%
Total	100%

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

Course Policies, Academic Conduct, and Professional Conduct

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.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor’s Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor’s Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student’s Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also

email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines.

You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location.

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

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).

<u>Week</u>	<u>Topic</u>	<u>Reading Assignments</u>
8/21	Introduction/Syllabus	
8/28	Theology of Sexuality	SST: Chapter 1, 2 CS: Intro and Chap. 1 TBO: Chapter 1
9/4	Sexual Education for Kids / Adolescents	CS: Chapter 2
9/11	Sexual Anatomy Contraception and Abortion	SST: Chapter 3 CS: Chapters 3 TBO: Chapter 4
9/18	The Sexual Response Cycle Techniques of Arousal & Communication	SST: Chapter 4 CS: Chapter 4, 6-10, 18 TBO: Chapters 2, 5-9, 12
9/25	Sexual Disorders and Sex Therapy	SST: Chapter 5-9 DSM-IV-TR: p. 535- 564 CS: Chapter 21-22
10/2	Sexual Coercion / Sexual Trauma	CS: Chapter 24 AS: Chapters 10-12
10/9	MID-TERM EXAM	
10/16	Fall Break—No classes	
10/23	Variations in Sexual Behavior	SST: Chapter 10,
10/30	Infidelity Sexual Addiction	SST: Chapter 11 CS: Chap 26-28
11/6	Relationship Issues in couples and families Attraction, Intimacy, and Love	CS: Chapters 11-15, 26-28 AS: Chapters 6-9 TBO: Chapter 3
11/13	Fertility and Infertility Sexuality and the Life Cycle	CS: Chapter 19-20, 25
11/20	Thanksgiving—No classes	
11/27	Gender and Sexuality Sexual Orientation – Impact to couple and Family Functioning	SST: Chapter 12, 13 CS: Chap 29 AS: Chapters 4-5
12/4	Sexually Transmitted Diseases	SST: Chapter 14 CS: Appendix
12/11	FINAL EXAM	

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.
- 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)
- 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. (RC557 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:

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

Key Performance Indicator	Learning Experiences	Assessments
2.F.3.c Theories of normal and abnormal personality development	<i>Instruction</i> Class lecture and discussion <i>Readings</i> <i>When two become one, A celebration of sex, Sexuality and sex therapy.</i>	<i>Course Assignments</i> Midterm & Final Exams