

**DM 307 – 3 Sexuality and Pastoral Practice**  
**Monday, January 13, 2014, through Friday, January 17, 2014, 8:30 a.m. – 4:30 p.m.**

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### **Course Description**

Sex and sexuality, to varying degrees, influence all interactions with others and ourselves. This course is designed to explore many of the facets of sexuality and how they intersect with our relationships and our larger social contexts, including ministerial and cultural settings. Topics include sexual anatomy, theological and religious views of sexuality, sexual life cycle, sexual practices, theories of love, sexual response cycle, sexual violence, monogamy and extra-relationship contact and contexts, biological sex, gender, gender identity, sexual orientation, pornography, sexuality and persons with disabilities, sex and aging, sexual dysfunction, paraphilia, and overviews of the most common sex therapy interventions. Theological considerations and dialogue will be highlighted throughout the course and related assignments.

### **MFT Program Goals with SLOs Integrated**

Upon successful completion of course requirements, students will be able to do the following:

1. Demonstrate and articulate an advanced understanding of the components of human sexuality and its implications on various aspects of ministry, both in the church as well as the clinical setting (SLO 1, SLO 2, SLO 3, SLO 4).
2. Demonstrate a deeper awareness of themselves as sexual creatures and a broader awareness of the impacts, influences, and convergences of sexuality on various components of ministry and life (SLO 5).

### **AAMFT Competencies Targeted Include (SLO 3)**

- 1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- 1.2.3 Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
- 1.3.1 Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
- 1.3.8 Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers.
- 1.4.1 Evaluate case for appropriateness for treatment within professional scope of practice and competence.

- 2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
- 2.3.7 Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
- 3.1.1 Know which models, modalities, and/or techniques are most effective for presenting problems.
- 3.1.3 Understand the effects that psychotropic and other medications have on clients and the treatment process.
- 3.3.8 Assist clients in obtaining needed care while navigating complex systems of care.
- 4.1.2 Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.
- 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
- 5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
- 5.5.2 Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.

### **Required Reading**

Crooks, R. & Baur, K. *Our Sexuality*, 11th ed. Belmont, CA: Wadsworth, 2010.  
 Rowland, D. *Sexual Dysfunction in Men*. Cambridge, MA: Hogrefe Publishing, 2012.  
 Meana, M. *Sexual Dysfunction in Women*. Cambridge, MA: Hogrefe Publishing, 2012.

### **Additional readings to be coordinated with instructor prior to start of class:**

Berkowitz, B. & Yager-Berkowitz. *Why Men Stop Having Sex*. New York, NY: HarperCollins, 2009.  
 Gil, E & Cavanagh Johnson, T. *Sexualized Children*. Rockville, MD: Launch Press, 1993.  
 Katz, A. *Woman Cancer Sex*. Pittsburgh, PA: Hygeia Media, 2009.  
 Katz, A. *Man Cancer Sex*. Pittsburgh, PA: Hygeia Media, 2010.  
 Lebacqz, K. & Barton, R. *Sex in the Parish*. Louisville, KY: Westminster/John Knox Press, 1991.  
 Maltz, W. & Maltz, L. *The Porn Trap*. New York, NY: Harper, 2010.  
 Carnes, Patrick. *Out of the Shadows: Understanding Sexual Addiction*. Center City, MN: Hazelden, 2001.  
 Love, P. & Robinson, J. *Hot Monogamy*. New York, NY: Plume, 2012.  
 Klein, M. *Sexual Intelligence*. Harper One, 2012.

### **Course Bibliography**

Abramson, P.R., & Pinkerton, S.D. (2002). *With pleasure: Thoughts on the nature of human sexuality*. New York: Oxford University Press, Inc.  
 Ellison, C. (2000). *Women's sexualities*. Oakland, CA.: New Harbinger Publications.  
 Ferrer, J. N. (2006). Embodied spirituality, now and then. *Tikkun*, 21(3), 41-64.  
 Fisher, W. A., Byrne, D., White, L., & Kelly, K. (1988). Erotophobia-erotophilia as a dimension of personality. *The Journal of Sex Research*, 25(1), 123-151.

- Foucault, M. (1978). *The history of sexuality, volume I: An introduction*. New York: Random House, Inc.
- Foucault, M. (1984). *The use of pleasure: The history of sexuality, (vol. 2)*. London: Penguin Books.
- Gilmore, D.D. (1990). *Manhood in the making: Cultural concepts of masculinity*. New Haven, Connecticut: Yale University Press.
- Thomas, K. (Ed.). (1991). *To be a man: In search of the deep masculine*. Los Angeles: Jeremy P. Tarcher, Inc.
- Goldberg, H. (1979). *The new male*. New York: William Morrow & Co.
- Heiman, J.R. & Lopiccolo, J. (1988). *Becoming orgasmic: A sexual and personal growth program for women*. New York: Simon & Schuster.
- Hill, J. & Cheadle, R. (1996). *The bible tells me so: Uses and abuses of holy scripture*. New York: Doubleday.
- Kimball, R.S. (2000). *Our whole lives: Sexuality education for adults*. Boston: Unitarian Universalist Association of Congregations.
- Leiblum, S.R. (Ed.). (2007). *Principles and practice of sex therapy*. New York: The Guilford Press.
- Levinson, D.J. (1978). *The seasons of a man's life*. New York: Ballantine Books.
- Maguire, D. C. (2004). Sex and the Sacred. *Crosscurrents, Fall*, 23-30.
- Mertz, M.E. & McCarthy, B.W. (2004). *Coping with erectile dysfunction: How to regain confidence & enjoy great sex*. Oakland: New Harbinger Publications.
- Mertz, M.E. & McCarthy, B.W. (2003). *Coping with premature ejaculation: How to overcome PE, please your partner & have great sex*. Oakland: New Harbinger Publications.
- Michael, R.T., Gagnon, J.H., Laumann, E.O., & Kolata, G. (1994). *Sex in America: A definitive survey*. Boston: Little Brown, and Company.
- Millsbaugh, S.G. (Ed.). (1999). *The advocacy manual for sexuality education, health and justice: Resources for communities of faith*. Boston: Unitarian Universalist Association.
- More, Thomas. (1998). *The soul of sex: Cultivating life as an act of love*. New York: HarperCollins Publishers.
- Nelson, J.B. (1978). *Embodiment: An approach to sexuality and Christian theology*. Minneapolis: Augsburg Publishing House.
- Nelson, J.B. (1987, February 25). Reuniting sexuality and spirituality. *The Christian Century*, 187-190.
- Nelson, J.B. (1988). *The intimate connection: Male sexuality, masculine spirituality*. Philadelphia: The Westminster Press.
- Nelson, J.B. (1992). *Body theology*. Louisville: Westminster/John Knox Press.
- Oliver, M.A.M., (1994). *Conjugal spirituality: The primacy of mutual love in Christian tradition*. Kansas City: Sheed & Ward.
- O'Neil, J.M., Good, G.E., & Holmes, S. (1995). Fifteen years of theory and research on men's gender role conflict: New paradigms for empirical research. In Levant, R.F. & Pollack, W.S. (Eds). *A new psychology of men*. New York: Basic Books.
- Presbyterian Church (U.S.A.). (1991). *Presbyterians and human sexuality 1991*. Louisville: Office of the General Assembly Presbyterian Church (U.S.A.).
- Zilbergeld, B. (1999). *The new male sexuality*. New York: Bantam Books

## Course Requirements

Because this is an intensive, January seminar, work is required both before and after the week of class meetings.

### 1. Prior to the seminar (10% of grade):

- Read and be prepared to re-read and discuss during seminar:
  - o Crooks, R. & Baur, K. *Our Sexuality*, 11th ed. Belmont, CA: Wadsworth, 2010.
  - o Rowland, D. *Sexual Dysfunction in Men*. Cambridge, MA: Hogrefe Publishing, 2012.
  - o Meana, M. *Sexual Dysfunction in Women*. Cambridge, MA: Hogrefe Publishing, 2012.
  - o One of the books from the “Optional Readings” portion of the syllabus. Again, this book should be selected in conversation with the instructor.
- Write a (only one paper) 3 page reflective essay about how these readings and resources influenced your thinking about sexuality, ministry and your own practice. On one additional page, construct 5 genuine questions about sexuality for discussion during the seminar. You will submit these on the first day of class.

### 2. During the Seminar (20% of grade)

- Attendance and participation in class discussion.
- Facilitation of class discussion and presentation. During the seminar, each person will take approximately 30 minutes to present material from **one** of the books listed in the “Optional Readings” portion of the syllabus. This should include core components of the selected book. During this time, the student/presenter will also facilitate group discussion of how the presented material potentially intersects with clinical and/or pastoral practice. Please include handouts that students can keep.

#### **Evaluation Rubric for Attendance, preparation and participation:**

- Demonstrate critical reflection on assigned readings, and critical thinking skills regarding implications.
- Provides doctoral level analysis and interpretation of reading as applied to human sexuality and consideration of the various ways this intersects with ministry.
- Able to engage in professional dialog with other students and stay on track with the relevance of the reading for the discussion.

### 3. Personal Sexual Statement and Pastoral Reflection Paper (35% of grade)

(Due at end of the seminar)

In 7 pages describe what you believe to be most deeply true about sexuality. Include your theological, philosophical, and ethical views of sexuality. Incorporate discussion of how

your own sex history (e.g. biological sex, gender, gender identity, sexual orientation, and/or pivotal sexual experiences--where appropriate) and cultural values (e.g. familial, societal, theological, ecclesial, vocational, etc.) have shaped this. Include discussion of the possible benefits and limitations of your current views and how these may influence your ability to connect, either positively or negatively, with others in your ministerial context (e.g. ethical considerations, therapeutic alliance, interactions with parishioners, social justice demands, etc.). Please demonstrate ways that class discussion and/or readings may have influenced your beliefs or caused you to more deeply reflect upon them. Effective pastoral theological reflection is expected.

#### **4. Case Study (35% of grade)**

(Due no later than January 31)

Create a case study regarding a therapeutic/pastoral care issue you have dealt with or might deal with in your professional practice that involves one of the “sexual dysfunctions” described in Rowland or Meana’s books from the required reading. In about 10 pages do the following:

1. Describe the clinical case, context and problem.
2. Include a sex history of person(s) involved, including discussion of why medical components may or may not be pertinent to the situation.
4. Using your Personal Sexual Statement and Pastoral Reflection (assignment 3 above)) and course readings, describe how you initially analyze and deal with this problem.
5. Conduct a literature search (find 5-6 articles published since 2000) and write a brief (2 page) summary of what the articles say about your dilemma or problem.
6. Describe how you integrate this new material into your own theological, philosophical, and/or ethical view of sexuality (theological reflection required).
7. End your case study with a treatment plan describing how you would proceed with the case based upon your reflection, course readings, and research.

**Schedule of daily topics will be sent at least one week prior to the seminar.**

### **Grading**

#### **1. Scale**

A	90-100
B	80-89
C	70-79
D	60-69

## 2. Evaluation Criteria

### Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance, <http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias>.

### Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

### Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### Citation Policy

Citations in your papers should follow Seminary standards, which are based on this guide:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Copies of this guide are available at the library and in the Academic Support Center.

### Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Missing more than ¼ of classes may result in a low or failing grade in the course.

**Sexuality & Pastoral Practice  
Grading Rubric for Oral and Written Assignments**

<b>Grade</b>	<b>Conceptual</b>	<b>Rhetorical</b>	<b>Thesis</b>	<b>Development and Support</b>	<b>Structuring</b>	<b>Language</b>
<b>A</b>	Has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class	Commands attention with a convincing argument with a compelling purpose; highly responsive to the demands of a specific writing situation; sophisticated use of conventions of academic discipline and genre; anticipates the reader's needs for information, explanation, and context	Essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	Well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident	Well-constructed paragraphs; appropriate, clear, and smooth transitions; arrangement of organizational elements seems particularly apt	Uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English and manuscript format; makes few minor or technical errors
<b>B</b>	Shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor	Addresses audience with a thoughtful argument with a clear purpose; responds directly to the demands of a specific writing situation; competent	Clear, specific, arguable thesis central to the essay; may have left minor terms undefined	Pursues explanation and proof of thesis consistently; develops a main argument with explicit major points with appropriate textual evidence and	Distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences; clear transitions between developed,	A few mechanical difficulties or stylistic problems (split infinitives, dangling modifiers, etc.); may make occasional problematic word choices

	factual or conceptual in-consistency	use of the conventions of academic discipline and genre; addresses the reader's needs for information, explanation, context		supporting detail	cohering, and logically arranged paragraphs	or syntax errors; a few spelling or punctuation errors or a cliché; usually presents quotations effectively, using appropriate format
C	Shows understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors	Presents adequate response to the essay prompt; pays attention to the basic elements of the writing situation; shows sufficient competence in the conventions of academic discipline and genre; signals the importance of the reader's needs for information, explanation, and context	General thesis or controlling idea; may not define several central terms	Partially develops the argument; shallow analysis; some ideas and general and undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing	Some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	Frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, singular/plural errors, article use, preposition use, comma splice, etc.); makes effort to present quotations accurately
	Shows inadequate	Shows serious	Thesis vague or	Frequent digression	Simplistic; tends to	Some major grammatical



D	command of course materials or has significant factual and conceptual errors; confuses some significant ideas	weaknesses in addressing an audience; unresponsive to the specific writing situation; poor articulation of purpose in academic writing; often states the obvious or the inappropriate	not central to argument; central terms not defined	from one topic to another without developing ideas or terms; makes insufficient or awkward use of contextual and textual evidence; relies on too few or the wrong type of sources.	narrate or summarize; wanders from one topic to another; illogical arrangement of ideas	or proofreading errors (subject-verb agreement, sentence fragments, word form errors, etc.); language frequently weakened by clichés, colloquialisms, repeated inexact word choices; incorrect quotation or citation format
F	Writer lacks critical understanding of lectures, readings, discussions, or assignments	Shows severe difficulties to communicate through academic writing	No discernible thesis, or logic	Little or no development; may list disjointed facts or mis-information; uses no quotations or fails to cite, inadequately cites sources, or plagiarizes	No transitions; incoherent paragraphs; suggests poor planning or no serious revision	Numerous grammatical errors and stylistic problems seriously detract from the argument; does not meet Standard Written English requirement