



## PC 307-3 Human Sexuality

Spring 2025

Tuesdays 1:30 -4:20 PM

Schlegel 120

### **Professor: Sarah Flannery, M.S. (she/her)**

sflannery@lpts.edu

(502) 494-4729 (text preferred)

Zoom: <https://lpts-edu.zoom.us/j/8212573017>

### **Preferred Method of Communication**

Please use my email (sflannery@lpts.edu) to contact me during the semester.

Emails received Monday—Thursday will be returned within 24 hours.

Emails received Friday—Sunday will be returned within 48 hours.

### **Office Hours**

You are invited to email me anytime to schedule time to meet. This course can be challenging in many ways, and I will make myself available to meet with you at any point. I am often on campus on Tuesdays and Thursdays from 9am-4:30pm.

### **Welcome**

Welcome to Human Sexuality, friend. This is an important semester of growth, and I look forward to learning alongside you as we explore human sexuality, sexual ethics, and spirituality as it intersects with embodiment and sexual lives. This course will include readings that challenge you, conversations that engage you, and assignments that will help you develop as family therapists and scholars. Engagement in the course with respect for different views and concern for others from all walks of life is integral to your learning process.

Please note: this course includes frank discussions and materials of human sexuality including sexual development, ethical and theological discourse, relationships and intercourse, and dysfunctional aspects of sexuality such as abuse of power and sexual trauma. These topics can be difficult and upsetting for some students. Self-care is a vital aspect of this semester and may include the need to seek out one's own therapy. In fact, participation in therapy yourself is an expectation during this course. As you begin to engage, please know that my door is always open. If you have asked questions and remain unclear after I attempt to answer them, please let me know, and I will work to offer clarity.

### **Teaching Philosophy**

The best leaders and therapists are those who are willing to look inward. Growth in self-

awareness and self-acceptance is a primary goal of this course, and every lecture, discussion, and assignment will take this goal into account. Students who commit to clear communication, demonstrated effort, and the experience of personal growth in this class will reap personal and professional benefits. I see professors and students as members of the same team, and as your professor I am deeply invested in your success.

### **Course Description**

This course offers a comprehensive exploration of human sexuality within marriage and family therapy, focusing on integrating theological perspectives and clinical practice. You will examine the biological, psychological, social, and spiritual dimensions of human sexuality, considering its implications for individual and relational well-being. Through lectures, case studies, discussions, and experiential exercises, you will develop the knowledge, skills, and sensitivity necessary for beginning ethical practice in addressing sexual issues within the context of marriage and family therapy. This course aims to equip you to engage in compassionate, informed, and culturally competent care that honors the dignity and diversity of all individuals and families.

Sexuality is central to our identity and a pervasive dimension of any human interaction. The influence of sexuality on the practice of ministry is equally significant though complicated by the church's ambivalence about or distrust of it as God's good gift. In this course we will consider representative views on sexuality and develop theological perspectives concerning areas such as gender identity, sexual orientation, social constructions of sexuality and race, sexual ethics, sexual dysfunction, and sexual violence. Special attention will be given to integrating these theological perspectives with skills for pastoral practice in counseling and congregational settings.

### **Required Texts**

- Ambrose, E. (2024). *A Blackqueer sexual ethics: Embodiment, possibility, and living archive*. T & T Clark Publishing. ISBN: 056770792X
- Buehler, S. (2021). *What every mental health professional needs to know about sex*. 3<sup>rd</sup> Edition. Springer Publishing Company.
- Nelson, T. (2020). *Integrative sex and couples therapy: A therapist's guide to new and innovative approaches*. PESI Publishing & Media. ISBN: 168373257X

### **Suggested Reading**

- Collins, P. H. (2005). *Black sexual politics: African Americans, gender, and the new racism*. Routledge.
- Dale, B. & Keller, R. (2019). *Advancing sexual health for the Christian client: Data and dogma*. Routledge.
- Ellison, M. M. & Douglas, K. B. (Eds.). (2010). *Sexuality and the sacred: Sources for theological reflection*. Westminster John Knox Press.
- Moultrie, M. (2017). *Passionate and pious: Religious media and Black women's sexuality*. Duke University Press.
- Nagoski, E. (2015). *Comes as you are: The surprising new science that will transform your sex life*. Simon & Schuster.

Nagoski, E. (2024). *Come together: The science (and art) of creating lasting sexual connections*. Ebury Publishing.

Ott, K. (2013). *Sex + faith: Talking with your child from birth to adolescence*. Westminster John Knox Press.

Ott, K. (2022). *Sex, tech, & faith: Ethics for a digital age*. Eerdman's Publishing Company.

Part of being a developing scholar in the field requires not only reading assigned materials but also resourcing materials. Students will research and respond to materials on assignments they locate and evaluate as pertinent. One semester cannot possibly cover the rich diversity and range of human sexuality. Students are encouraged to read and research their specific areas of interest and client concerns in the literature. See also resources posted on Canvas.

### Student Learning Outcomes

<u>By the end of the semester, students will:</u>	<u>Student learning outcomes (SLO) &amp; MFT Competencies (MFTC)</u>	<u>Assessment Signature Assignments</u>
Articulate an ethical framework for diverse expressions of human sexuality within multicultural contexts and throughout the life cycle.	<p><b>SLO 3:</b> Graduating students will be able to think ethically and make appropriate clinical ethical decisions.</p> <p><b>SLO 6:</b> Graduating students will be able to apply an ethical framework, including but not limited to the AAMFT Code of Ethics, to make appropriate decisions in therapy, advocacy, service, and public participation.</p> <p>Developmental Competency Component 1 &amp; 4.</p>	Class Participation Course Readings
Demonstrate integration of theoretical, theological, and personal reflection that will help guide the practices of pastoral care and counseling.	<p><b>SLO 4:</b> Graduating students will be able to use a multi-contextual approach to MFT that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client, client-therapist, supervisor, and broader social systems.</p> <p>Developmental Competency Component 1 &amp; 4.</p>	Class Participation Course Readings Final Exam
Develop and evaluate resources for counseling and/or pastoral ministry in a multicultural world on the topic of human	<p><b>SLO 5:</b> Graduating students will be able to use a clinically appropriate theological/spiritual framework in the practice of MFT.</p> <p>Developmental Competency Component 2.</p>	Class Participation Course Readings Healing and Renewing

sexuality.		Exercises
Explain fundamental concepts in human sexuality, including but not limited to sexual orientation, gender identity, sexual health, and reproductive anatomy	<b>SLO 1:</b> Graduating students will be able to flexibly conduct evidence-based, systemic therapy with individuals, couples, and families that meets entry level professional standards in both face to face and telehealth contexts.	Class Participation Course Readings
<p><b>Multicultural Therapy Definition:</b> Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “..can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue &amp; Sue 2008).</p>		
<p><b>Evidence-based Practice Definition:</b> EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).</p>		

**Objectives and Expected Student Learning Outcomes**

1. Conceptual frameworks for understanding the complexity of sexuality and sexual expression.
2. An introduction to some evidence-based approaches for treating sexual dysfunction.
3. Models of treatment plans for working with couples related to sexual needs.
4. How age, gender, sexual orientation, race, ethnicity, and religion impact sexuality.
5. Systemic and societal factors at work in matters of human sexuality.
6. An understanding of how to listen and stay present with clients as they explore matters of sexuality.

**Considerations for this Course**

It can be challenging and uncomfortable to encounter many aspects of sexuality, and sometimes this class will tap into your unique, personal story. If at any time the coursework overwhelms you, it is your right and responsibility to care for yourself. We will pause regularly for breaks throughout the class period. Most importantly, if you find that the course material and assignments feel overwhelming, *please seek support from a professional outside this class.*

Many people—therapists, clergy and laity alike—are uncomfortable and/or embarrassed when talking about sexuality related issues and, as a result, convey verbal and nonverbal cues that deliver the message, “Please don’t talk to me about this subject.” With group cooperation and participation, this class intends to provide a safe and confidential environment in which students may discuss their feelings, questions and beliefs about sexuality as a personal and/or pastoral care issue. Increased comfort in this class is intended to increase comfort in client and parishioner care. Please work to respect other students by making comments and asking questions of peers with similar care.

Given that it is inevitable for personal experiences to be engaged by this content, please remember that *class time is not an appropriate forum to process your own sexual or traumatic experiences*, and neither your professor nor your colleagues are a substitute for a personal therapist. **You are expected to engage in your own therapeutic work outside of this class.** There will be opportunities to process your own thoughts, feelings, and experiences through specific class discussions and reflection papers. With that in mind, I hope you will come to each class meeting ready to share your thoughts in ways that maintain confidentiality and build trust with the group. I aim to create a non-judgmental, courageous, respectful class that welcomes diverse perspectives and experiences with thoughtful pacing of the material.

Please also respect the members of your class by not characterizing or disclosing the content of their comments outside of class. Given this, no part of this class may be recorded in whole or in part, with the exception of some Zoom recordings of lecture by the professor for use strictly within the course Canvas. I am always happy to meet with students to review class content as needed outside of class.

Should unprocessed experiences and feelings related to sexuality surface for you during this class, please talk to me so that I may help you process or discern an appropriate referral for you. This class, your professors, and fellow students are not a substitute for therapy.

## **Grading**

I will do my best to post grades within a reasonable timeframe. Extensions for assignment submission might be awarded upon request. Please email me before the assignment deadline whenever possible to request an extension.

All assignments must be submitted before final grades are due for successful completion of this course. Late assignments may be docked points up to and including non-credit. Missing

assignments or assignments not meeting the threshold for student learning outcomes are not acceptable for graduate level work and will result in zeroes on those assignments. Professional engagement of graduate work requires on time submission and deep intellectual engagement of course materials.

Assignment	Points	Due Date
Attendance and Participation (12)	130	Weekly
Personal Reflections (6) <ul style="list-style-type: none"> <li>- My Sexual Worldview</li> <li>- Sex Education</li> <li>- Orgasm Reflection</li> <li>- Cultural Pressure &amp; Beliefs</li> <li>- View of God</li> <li>- Porn, Romance, and Erotica</li> </ul>	120	Bi-Weekly on Tuesdays at 11:59pm
Podcast Episode Recap	50	As assigned on Canvas
Sexuality Scrapbook	50	Tuesday, April 29 at 11:59pm
Chapter Recaps	150	As assigned on Canvas
Sexuality Research Paper	300	Tuesday, April 1 at 11:59pm
Final Exam (50% multiple choice, 50% essay)	200	TBD (5/14 or 5/15)
<b>TOTAL</b>	<b>1000</b>	

## Course Requirements

*Only assignments submitted to Canvas will be accepted. No work will be graded if submitted through email or any method other than online submission on Canvas.*

### 1. Class Participation and Attendance

I value and encourage class participation quite highly, and my hope is that each of you will come to class eager to listen, learn, and contribute. No student will be expected or required to share personal information with the class, but you will be expected to share thoughts on readings, cases, and theories in class discussion. Class time will be preparation for the work you are doing and will do in the field, and you can expect a combination of lecture, discussion, and application exercises. To succeed in this course, you must complete assigned readings and participate wholly in the various activities we undertake while taking responsibility for what you desire to gain from this class.

Please keep in mind that physical presence alone does *not* constitute class participation. Participation for each class meeting will be assessed by:

- Arriving to class on time and staying for the duration.

- The frequency and quality of your verbal contributions to class discussions.
- Consistent visual attention to the speaker.
- Use of in-class material in out-of-class assignments.
- The asking of perceptive, respectful, curious questions.
- Open-minded listening and acceptance of the viewpoints of others.
- Documentation of class content through note-taking.

If a student cannot attend a class session due to circumstances outside their control, they should email me before Wednesday at 5pm on the week of the absence (about 24 hours after the missed class meeting). Please provide documentation of your excused absence, such as a doctor's note on letterhead, a funeral program, or an email from a supervisor. In that case I will provide alternative participation strategies. Students who are absent, silent, or disconnected from class meetings may lose participation credit for that session.

Technology may be used for academic purposes related to this class. Electronic devices may be used for taking notes and completing work relevant to this class. Otherwise, technology should be set aside in the same way a therapist would do in session, to focus on the content presented in the moment. If you have an emergency or time-sensitive need to use a cell phone or other device for non-class reasons, please do so briefly and discreetly.

Participation Rubric:

10 points: Student comes to class on time, is engaged throughout the session, and is prepared to discuss readings, course content, and personal opinions. The student is respectful of others and willingly offers constructive and relevant questions and answers. The student speaks up at least once each class session without being prompted, and the student also remains silent at times to create space for others to contribute. The student listens courteously without interrupting. The student offers any disagreements by making "I" statements and being kind, criticizing intellectual arguments, not persons. Use of technology is limited to academic purposes relevant to the course.

7-9 points: Student is generally prepared and positive. Student pays attention, participates when specifically asked, but does not volunteer to contribute to class discussion. Student listens and is always respectful of others. Student may speak up so frequently that others are discouraged from participation. Use of technology is limited to academic purposes relevant to the course.

4-6 points: Student shows evidence of being unprepared. Student may arrive late or leave early without adequate explanation. Student seems distracted, sometimes making unrelated or unhelpful comments. Use of technology may not be consistently relevant to the course.

0-5 points: Student exhibits lack of concern for the class. Student may be absent without explanation. Student is disrespectful to others and has a negative impact on the learning environment. Use of technology may be distracting to the course.

## 2. Personal Reflections

At six times throughout the semester, students will submit a 2-page paper based upon a writing prompt relevant to the current topic (double space, 1" margins, 12 point font). These brief assignments do not require a title page or scholarly references, and if those are included they will be in addition to the 2-page expectation. Each paper will focus on a subject covered in class for the purpose of personal reflective response, and the prompts will be posted in Canvas. Scholarly sources are appropriate but not required for these writing assignments, as **the primary goal is for the student to process their own feelings, needs, thoughts, and reactions regarding the course material**. These papers will function much like a personal journal between you and your professor. All submissions will be due on 6 different Tuesdays (as reflected in the course schedule below) at 11:59pm.

## 3. Podcast Episode Recap

Students will choose an episode from an approved podcast on sexuality and will give a recap of what they learn in class. Students will also submit in Canvas a document containing the title of the podcast and episode, a link to the episode page, and any notes, outlines, or presentation material they gathered in preparation. This material is due in Canvas by 11:59pm on the date the student presents in class.

Approved podcasts include:

- Glowenke, M. & Jourdan, M. (Hosts). (2023-present). *Made it out*. [Audio podcast]. Made It Out Media.
- Lehmilller, J. (Host). (2020-present). *Sex and psychology podcast*. [Audio podcast]. Justin J. Lehmilller.
- Perel, E. (Host). (2017-present). *Where should we begin? With Esther Perel*. [Audio podcast]. Esther Perel Global Media.
- Watson, L. & Faller, G. (Hosts). (2016-present). *Couples and sex therapy with Dr. Laurie Watson & George Faller*. [Audio podcast]. Foreplay Radio.

Students will choose one episode to review. On their assigned class date, the student will lead a 10-15 minute conversation in class. First the student will review the main points of the episode, share aspects they appreciated as well as points of disagreement or confusion, and then facilitate discussion about the topic with the class. The purpose of this assignment is two-fold: to give students the opportunity to learn more about a sexual topic of interest, and to gain comfort using sexual language and discussing sexual topics with others.

## 4. Sexuality Scrapbook

Throughout the course, students will keep a scrapbook or journal of their written reflections, quotes from readings, memes, jokes, images, screenshots, art, song lyrics, and any other collected media.



Each time the student comes across new, significant, or insightful information in the course, they will copy it into a Word document. This document should be updated regularly throughout the semester, and each entry must be dated.

When the student experiences a shift in their feelings or beliefs, or when they encounter a moment of intense discomfort, they should make note of this experience as a journal entry. This scrapbook and journal will become a portfolio of celebration, struggle, and thoughtfulness in in personal growth.

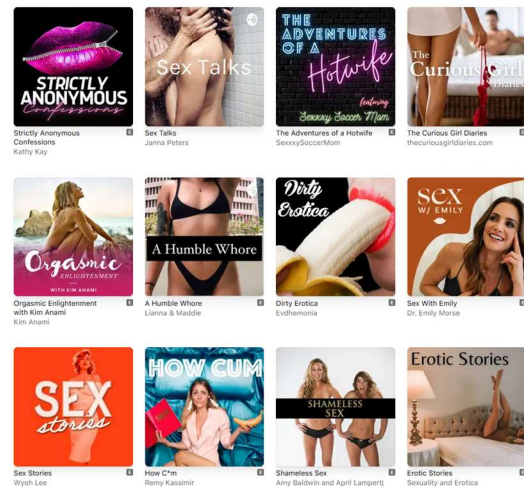
The first entry in the portfolio must be added no later than February 28, and the last entry must be added after April 15. The portfolio must contain at least 10 entries. Here is an example of what a page from a scrapbook may look like:

February 11, 2025

Today I uttered the word “orgasm” in public for the first time ever. I am beginning to realize how repressive my whole socialization has been around sexual subjects to this point. The concept of orgasm brings up so many memories, some good, some really bad, some that I feel like maybe should be good but really feel bad?

February 20, 2025

#### Shows



I searched for “sexuality” in Apple podcasts just to see what would come up, and this is a screenshot of what I found. I should not be surprised, but I still am somehow, at the results. Why does it appear that the only people in these first 12 results are White women? Only heteronormative options appear within the first 100 results! Would I listen to any of these shows on a regular basis? Should I?

March 5, 2025

“As you learn more about sexuality from all aspects, you will feel less inhibited and more confident in your ability to talk to clients about their concerns...The only way to reach this stage is to talk about sex with your clients at every appropriate opportunity...” (Buehler, 2022). I hope this is true!

March 6, 2025



ely kreimendahl  
@ElyKreimendahl

what doesn't kill you makes you weird at  
intimacy

## 5. Chapter Recaps

The readings for this course have been selected with care and intention, and much of the learning of the course will be contained in them. During each class session, time will be devoted to a discussion of that week's reading. Two student names will be drawn at random during each session, and when a student's name is called, that student will share two comments or questions based on that week's reading with the group to facilitate discussion.

If a student has not done that week's reading, they will lose points, and another name will be drawn. Students should be prepared to share something new they learned in the reading, something from the reading that was confusing, or a question for the group. They will then engage the rest of the class in conversation, asking for other impressions and opinions. Each student will participate in sharing a chapter recap at least three times.

## 6. Sexuality Research Paper

Ethical practice of family therapy requires engagement of sexual ethics, mores, and behaviors that may be in significant discord with therapists' own personal sexual beliefs. According to the AAMFT Code of Ethics (aamft.org), family therapists allow clients to make their own life choices as well as refrain from discrimination against persons seeking services.

This research paper will describe the student's ability to: *Engage in practice in accordance with the ethics of our field, demonstrating a breadth of competency in working therapeutically with diverse clients presenting with varied sexual histories and issues.*

The student will choose a topic of particular interest within the category of human sexuality. They will then research this topic and write an 8-10 page paper on it, not including title page and references. Students may choose from the following list of approved topics, or may submit another topic for approval via email to the professor no later than February 28, 2025:

- Sexual disability or dysfunction
- Body image, disordered eating, and sexual self-esteem
- Aging and sexuality
- Infidelity
- Oppression and sexuality
- Pregnancy and sexuality
- Child sexual abuse / incest
- Substance abuse and sexuality
- Sexual education of minors
- Sexual expression in childhood and/or adolescence
- Religious messages about sexuality
- Use of a particular systemic modality in sex therapy (EFT, IFS, Narrative, etc.)
- Therapy with polyamorous family systems
- Infidelity in a particular family system (same-sex couples, newlyweds, interracial couples, couples of a particular racial/ethnic/cultural identity, etc.)
- Pornography use for a chosen age group or gender identity.
- Sexual trauma for a chosen age group or gender identity.
- BDSM in relationships
- Kink and fetish competent care
- Sex therapy with trans clients
- Sexuality in therapy with clients from a particular religious background
- Sexuality and mental health diagnosis

This paper will include no fewer than 6 references from family therapy literature and scholarship using a systemic frame and may include theological sources. Sources from academic journals should be no older than 10 years, and book sources should be no older than 20 years. Paper must be written in APA style (Times New Roman font, 12pt font, double-spaced, page numbers included, etc.) The paper will convey the student's understanding of the topic through a brief literature review, spiritual integration, thoughts on treatment approaches, cultural and ethical considerations, and a thorough discussion of the therapist's countertransference experience. The rubric for the research paper will be posted on Canvas.

Use the following structure to organize your paper:

1. Introduction and Description: Introduce your research topic by providing background information on the selected issue. Briefly explain its significant, prevalence, and relevance to marriage and family therapy.
2. Intersectional Analysis: Analyze your issue through an intersectional lens, examining how race, gender, class, sexual orientation, and ability are at work.
3. Ethical considerations: Describe ethical issues you should be mindful of when working with clients who present with this sexuality issue. Consider confidentiality, boundary-setting, cultural competence, and therapist self-awareness.

4. Theological Reflection: Describe your theology of human sexuality related to your issue based on your own spiritual beliefs and your understanding of God, the Sacred, or the Divine. Discuss the spiritual foundation that underlies your understanding of this sexual matter.
5. Personal experience of countertransference: Reflect on your attitudes, biases, and beliefs about this issue. Consider how these factors may influence your ability to work effectively with clients who present with this issue. Identify steps you can take to enhance your cultural competency and sensitivity in this area.

#### 4. Final Exam

The final exam will be given in person at an agreed-upon time during finals week. The exam will consist of 50 multiple choice questions and essay questions, and the content will be comprehensive. Study materials will be provided in advance. Three hours will be allowed for completion of the exam.

#### Course Policies

**Student responsibility-** Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

**Classroom Behavior** - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary.

**Issues of Privacy and Confidentiality** - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. Be aware that confidentiality is not always guaranteed, and measure your self-disclosure accordingly. Confidentiality is a cornerstone of ethical standards for marriage and family therapists, and I am hopeful that each member will respect the privacy of others. In other words, please exercise confidentiality, any discussion in the class should stay in the class

**Late work –Assignments are due at the end of class sessions or at 11:59pm on the due date unless otherwise specified.** Due dates for every assignment are provided on the course syllabus and course schedule. There are no make-ups for the final exam. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

**Writing guidelines - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced.** All dual degree or MFT students must follow the guidelines of the American Psychological Association. Also, **I will be exacting in my expectations for proper APA formatted citations and reference lists.** Homework assignments assume a certain

level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

**All assignments should be completed using APA format 7th edition.**

If you have questions, please see the following resources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**Evaluation of Written Assignments**

Graduate level writing is expected in this course. This includes clear organization correct grammar, careful proofreading and proper citation. Technological assistance should be limited to spelling and grammar checkers. All writing must be the original human creation of the student, and use of AI is prohibited on written assignments.

**Drop/Withdrawal** - If you decide to withdraw from this course, you must follow the Registrar’s Office’s specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the student’s ability to resume academic and professional work before being readmitted to classes in the following term or semester.

**Grading Scale and Philosophy**

A	95-100	B	87.-90.9	C	81-82.9
A-	92-94.9	B-	85-86.9	C-	79-80.9
B+	89.-91.9	C+	83-84.9	D	70-78.9
F	Below 70				

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

1. Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
2. Grades of A- are granted for work which demonstrates basic mastery of the body of knowledge, and independent thought about the subject matter.

3. Grades of A are granted for work which demonstrates mastery of the required body of knowledge, independent thought about the subject matter, and creative/integrative use of the material, exceptional writing which integrates the material into a student's own system of thought, and/or exceptionally well done or articulate research.
4. Scores C and below do not meet the standard expected for graduate level academic work.

**1. 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/academicresources/academic-forms/guides-policies-and-handbooks/inclusive-and-expansivelanguage>.

**2. Academic Honesty** All work turned in to the instructors is expected to be the human 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.

**3. Special Accommodations** Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center 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.

**4. Citation Policy** Citations in your papers should follow Seminary standards, which are based on these guides: American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010. Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013. *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010. Copies of these guides are available at the library and in the Academic Support Center.

**5. 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. Six or more absences (1/4 of the course) may result in a low or failing grade in the course. **Because we only have 12 live course meetings, unexcused absences from 4 or more live meetings will result in a failing grade in the course.**

## **Resources for Instruction, Learning, and Technology at LPTS**

- To access the Library and its resources, visit: <https://lpts.libguides.com/Research/eBooks>
- To request a library laptop loan, contact the Online Help Desk – [library@lpts.edu](mailto:library@lpts.edu).
- For general help with campus network access, Outlook (email), contact [support@lpts.edu](mailto:support@lpts.edu).
- For assistance with Canvas, contact Carolyn Cardwell, [ccardwell@lpts.edu](mailto:ccardwell@lpts.edu)
- For assistance with Populi, contact Erin Hamilton, [ehamilton@lpts.edu](mailto:ehamilton@lpts.edu)
- For Academic Support for any of your studies, contact the ASC: Beth Herrinton-Hodge at [bherrintonhodge@lpts.edu](mailto:bherrintonhodge@lpts.edu) Or Sherry Arconti at [sarconti@lpts.edu](mailto:sarconti@lpts.edu)

## Course Schedule, Important Dates, and Assignments

*Disclaimer:* The following times and topics are subject to change and may shift slightly to foster a more effective learning environment. Nothing will be due earlier than indicated, but some things may be pushed back or eliminated, depending on time. All changes will be announced in class and explained through Announcements in Canvas. It is the responsibility of students to keep abreast of the course schedule.

Week	Date/Module	Themes and Assignments
1	February 10-16 Module 1	<p><b>Introduction and Welcome</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Buehler Chapter 1</li> <li>- Dale &amp; Keller Chapter 4 (in Canvas or LPTS online library)</li> </ul> <p><b>Assignments</b></p> <p>Familiarize oneself with assignments, rubrics, and content in Canvas.</p> <p>Begin Personal Reflection 1: My Sexual Worldview due next Tuesday, February 18 at 11:59pm. See prompt in Canvas under Assignments.</p>
2	February 17-23 Module 2	<p><b>Ethics in Human Sexuality</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read AAMFT Code of Ethics</li> <li>- Ambrose Chapter 1</li> <li>- Buehler Chapter 20</li> <li>- Ott (2022) Chapter 1 (in Canvas or LPTS online library)</li> </ul> <p><b>Assignments</b></p> <p>Personal Reflection 1 due Tuesday this week.</p>
3	February 24- March 2 Module 3	<p><b>Sexual Development</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Buehler Chapter 3, 17</li> <li>- Dale &amp; Keller Chapter 5</li> </ul> <p><b>Assignments</b></p>



		Begin Personal Reflection 2: Sex Education due next Tuesday, March 4 at 11:59pm. See prompt in Canvas under Assignments.
4	March 3-9 Module 4	<p><b>Sex Therapy with Couples and Individuals</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Buehler Chapter 9</li> <li>- Nelson Chapters 1-2</li> </ul> <p><b>Assignments</b></p> <p>Personal Reflection 2 due Tuesday this week.</p> <p>Begin Personal Reflection 3: Orgasm Reflection due next Tuesday, March 11 at 11:59pm. See prompt in Canvas under Assignments.</p>
5	March 10-16	<p><b>Sex Competence with Children, Adolescents, and Families</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Buehler Chapter 10</li> <li>- Ott (2013) Chapter 6 (posted in Canvas and the LPTS online library)</li> <li>- Ott (2013) Choose <b>one chapter</b> from Part 2: Ages &amp; Stages (Chapter 7, 8, 9 or 10) (posted in Canvas and the LPTS online library)</li> </ul> <p><b>Assignments</b></p> <p>Personal Reflection 3 due Tuesday this week.</p>
6	March 17-21	Research & study week: No class or assignments
7	March 24-30	<p><b>Racial and Cultural Considerations in Sex-Competent Care</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Nelson Chapter 7</li> <li>- Ambrose Chapter 2</li> <li>- Ellison &amp; Douglas Chapter 4 (in Canvas and the LPTS online library)</li> </ul> <p><b>Assignments</b></p>

		Begin Personal Reflection 4: Cultural Pressure & Beliefs due next Tuesday, April 1 at 11:59pm. See prompt in Canvas under Assignments.
8	March 31-April 6	<p><b>Gender, Sexual Diversity, and Sexual Expression</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Buehler Chapter 8</li> <li>- Nelson Chapter 12</li> <li>- Ambrose Chapter 3</li> </ul> <p><b>Assignments</b></p> <p>Personal Reflection 4 due Tuesday this week.</p> <p>Sexuality Research Paper due Tuesday, April 1 at 11:59pm.</p>
9	April 7-13	<p><b>Religion, Spirituality, and Sexuality</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Ambrose Chapter 4</li> <li>- Ellison &amp; Douglas Chapters 5 &amp; 7 (posted in Canvas and LPTS online library)</li> </ul> <p><b>Assignments</b></p> <p>Begin Personal Reflection 5: View of God due Tuesday, April 15 at 11:59pm. See prompt in Canvas under Assignments.</p>
10	April 14-20	<p><b>Sexual Abuse and Trauma</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Buehler Chapter 5, 12</li> <li>- Nelson Chapter 6</li> </ul> <p><b>Assignments</b></p> <p>Personal Reflection 5 due Tuesday this week.</p>
11	April 21-27	<p><b>Sex Therapy Modalities: IFS, EFT, Somatic, Mindfulness</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Nelson Chapters 3-5, 9, 13</li> </ul> <p><b>Assignments</b></p>

		Begin Personal Reflection 6: Porn, Romance, and Erotica due Tuesday, April 29 at 11:59pm. See prompt in Canvas under Assignments.
12	April 28-May 4	<p><b>Intimacy &amp; Self of the Therapist</b></p> <p><b>Reading.</b></p> <ul style="list-style-type: none"> <li>- Buehler Chapter 2, 18</li> <li>- Nelson Chapter 14</li> </ul> <p><b>Assignments</b></p> <p>Personal Reflection 6 due Tuesday this week.</p> <p>Sexuality Scrapbook due Tuesday, April 29 at 11:59pm.</p>
13	May 5-11	<p><b>Wrapping Up and Final Exam Preparation</b></p> <p><b>Reading</b></p> <p>Prepare for the final exam</p> <p><b>Assignments</b></p> <p>Prepare for the final exam</p>
14	May 12-16	<p>Research &amp; Study Days May 12 &amp; 13</p> <p>Final Exam TBD (May 14 or 15)</p>