

**PC 307 – 3 Sexuality and Pastoral Practice**  
**Monday, January 9, 2017, through Friday, January 13, 2017, 9:00 a.m. – 5:00 p.m.**

**Instructor: Jack Alan Copley, DMin, LMFT, CST**  
**3044 Breckenridge Lane**  
**Suite 103**  
**Louisville, KY 40220**  
**(502) 689-2330**  
**jack@copleytherapy.com**

**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.

Expected Program Outcomes (Goals) are:

**1. To graduate students prepared for entry level multicultural professional practice in Marriage and Family Therapy, as demonstrated by:**

SLO 1a: Ability for all seniors to pass the seminary exit exam,

SLO1b: those who seek licensure, the ability to pass the national Marriage and Family Therapy Examination,

SLO 2: Ability to present and defend a video-tape and final case study that demonstrates

a. entry level professional competence to construct and manage treatment using appropriate methods and therapeutic behaviors in an interdisciplinary context,

b. multicultural approach to therapy and appropriate attention to religious, cultural, racial, economic, gender, and sexual orientation differences as these are experienced in client systems, client-therapist systems, supervisory systems, and broader social systems.

SLO 3: Successful completion of all competencies required by practicum syllabi, which are informed by AAMFT Core Competencies and the Program's commitment to multicultural training.

Administrative Outcome 1: Provide a teaching faculty that demonstrates multicultural competence and is representative of diversity as defined by the program and LPTS Affirmative Action policy and plan.

Administrative Outcome 2: To provide policies and practices that assure that Program supervisors demonstrate multicultural competence and represent differences in religious background, culture, racial and ethnic identity, gender, and sexual orientation.

**2. To graduate students with an entry level professional ability to reflect theologically on their work and the theories that inform their professional practice, as demonstrated by:**

SLO 4: Ability to write a final theological integration statement as a part of their Senior Integration Experience that

- a. reflects a multicultural theological frame that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation differences as these are experienced in in client systems, client-therapist systems, supervisory systems, and broader social systems.
- b. is approved by the student's Senior Integration Experience Committee,

**3. To graduate students who show evidence of personal formation as entry level pastoral counselors, as demonstrated by:**

SLO 5: Ability to meet all AAPC membership standards

**4. To graduate classes of MFT Students that embody difference, to include religious background, culture, racial and ethnic identity, gender, and sexual orientation.**

Administrative Outcome 1: To coordinate MFT admissions policies and procedures with seminary admissions procedures to recruit and admit MFT classes that represent diversity as defined by the program and other seminary programs such as the Black Church Studies Program and Doors to Dialogue.

Administrative Outcome 2: Provide a curriculum that embodies diversity as central to MFT training. Consistent with seminary policy, this central concern is expressed not in specialized courses dedicated to "diversity," but as a commitment that diversity will be a central feature of all syllabi, learning contexts and learning practices on campus and in the MFT program.

Administrative Outcome 2a: To integrate learning goals related to diversity, as defined by the program, into each academic class in the MFT curriculum as demonstrated by syllabi that incorporate reading, lecture, and other resources representing diverse experience and views. (Note that this is now required by seminary policy: Faculty Handbook, pg. 35)

Administrative Outcome 2b: To monitor student experience and progress in the MFT Program through the program's academic advising and supervision mechanisms to assure that student diversity goals are supported through equal access to program resources and outcomes.

Administrative Outcome 3: To collaborate with the Seminary's Dean and Registrar to track admissions, student progress, and graduation rates in relationship to differences in religious background, culture, racial and ethnic identity, gender, and sexual orientation.

Administrative Outcome 4: To conduct a bi-annual review of the MFT curriculum to evaluate data from outcomes related to diversity and recommend changes.

**MAMFT/AAPC Student Learning Outcomes (SLO)**

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

1. articulate an informed understanding of diverse expressions of human sexuality throughout the life cycle (SLO 1a, 1b, SLO 2, SLO 3);
2. demonstrate integration of theoretical, theological, and personal reflection that will help guide the practices of pastoral care and counseling (SLO 4, SLO 5);
3. develop and evaluate resources for their counseling and/or pastoral ministry on the topic of human sexuality (SLO 5).

**AAMFT Competencies targeted include (SLO 3)**

1. to understand the principles of human sexuality as they relate to human development, issues of health and illness, diversity, power, privilege, and oppression (2.1.1)
2. to consider physical/organic problems that cause or exacerbate emotional/interpersonal symptoms (2.2.6)
3. to deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, race/ethnicity, sexual orientation, disability, personal history, larger systems, issues of the client (4.3.3)
4. to monitor issues related to ethics, laws, regulations, and professional standards (5.3.1)
5. to monitor personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct (5.5.1)
6. to consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work (5.5.3)

**Required Reading**

Crooks, R. & Baur, K. *Our Sexuality*, 12th ed. Belmont, CA: Wadsworth, 2013.

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:**

Coogan, M. *God and Sex: What the Bible Really Says*. New York, NY: Twelve, 2011.

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.

Ryan, C. & Jetha C. *Sex at Dawn: How We Mate, Why We Stray, and What It Means for Modern Relationships*. New York, NY: Harper Perennial, 2011.

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*, 12th ed. Belmont, CA: Wadsworth, 2013.
  - 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.

**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
F	< 60

### **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  $\frac{1}{4}$  of classes may result in a low or failing grade in the course.



**I. Assignment: Reflective Essay**

**Directions:** Write a 3 page reflective essay about how the readings thus far are influencing your thinking about sexuality, ministry, and your own practice. Include discussion of areas/topics where your confidence may be growing and areas/topics where you may feel overwhelmed and need additional information and/or clarification as the course continues.

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category: _____
1-Provides clear, concise answer(s); explicitly, accurately, and thoughtfully incorporates relevant material from several of the assigned readings, spanning more than a single session (unless otherwise indicated).	Answers the specific questions asked; incorporates relevant material from the assigned readings.	Partially answers questions asked; includes minimal or tangential references to readings.		SLO: 1 MFTC: 2.1.1, 2.2.6  Score A:  Score B:  Score C:  Score D:  Ave:
2-Reflects strong ability to analyze material and relate to own life and ministry in diverse and multicultural contexts in meaningful ways.	Reflects an ability to analyze the material and relate to own life and ministry in diverse and multicultural contexts.	Shows limited ability to analyze material and relate to own life and ministry in diverse and multicultural contexts.		SLO: 1, 4 MFTC: 4.3.3, 5.3.1, 5.5.1  Score A:  Score B:  Score C:  Score D:  Ave:
3- uses clear paragraphs with topic sentences and supporting arguments. Student's descriptions and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summaries and points.	Student uses clear paragraphs with topic sentences and supporting arguments. Analysis shows logical flow, but may not be supported adequately by quotes, propositions, or statements. Introduction and conclusion may be unfocused or unclear.	Student has difficulty with clear paragraphs, or topic sentences may lack clarity. Supporting arguments are incomplete, lack coherence, or lack relevance. Analysis lacks logical flow and is not supported well with quotes, propositions, or statements. Introduction and/or conclusion are missing or not well formed.		SLO: MFTC: 5.5.3  Score A:  Score B:  Score C:  Score D:  Ave:

<p>4-Student carefully follows APA style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.</p>	<p>Student follows APA style, but demonstrates style errors. Sentences lack clarity or demonstrate grammatical problems (run-on, incomplete, misuse of subject/object, etc.). Professional vocabulary is present, but may be imprecise or occasionally misused. Editing and proofreading could be improved, but is functional.</p>	<p>Student shows moderate problems with APA style, sentence construction and use of language (incomplete or run-on sentences). Professional vocabulary is misused or only partially present. Serious problems in editing and proofreading (run-on sentences, incomplete sentences, poorly constructed paragraphs, misspelled words, etc.)</p>	<p>MFTC: 5.5.3 Score A: Score B: Score C: Score D: Ave:</p>
--	--	---	---

**II. Assignment: Class Participation**

- Directions:** Evaluated by the following criteria:
- accurate use of material assigned
  - attention to and ability to engage contributions of classmates
  - openness to reflect critically on the implications of ideas discussed from readings and presentations
  - prompt, regular attendance; absences and/or tardiness will seriously impact your participation and overall course grade
  - completion of additional short discussion-oriented assignments

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)
<p>1-Intentional, critical reflective use of reading material. Regularly supports relevant statements in class discussion with examples from the readings, reflecting accurate comprehension of assigned readings. Exhibits exceptional ability to reflect critically on implications and ideas discussed from readings and other course content.</p>	<p>Uses reading material in a critically reflective way in class discussions. Supports relevant statements in class discussion with examples from the readings. Exhibits openness and engages contributions of classmates during discussions. Exhibits attention to and ability to appropriately engage contributions of classmates in class discussion.</p>	<p>Occasionally supports relevant statements in class discussion with examples from the readings. Reflects limited comprehension of assigned readings. Limited engagement with classmate contributions.</p>	<p>SLO: 4, 5 MFTC: 2.1.1, 5.5.3</p>
<p>2-Maintains prompt and regular class attendance.</p>	<p>Maintains prompt and regular class attendance.</p>	<p>Misses class 2 or more times; tardiness.</p>	
<p>3-Contributions to class discussion and consistently demonstrates exceptional understanding and respect for multicultural and sexual diversity.</p>	<p>Contributions to class discussion usually reflect understanding and respect for multicultural and sexual diversity.</p>	<p>Contributions to class discussion, sometimes reflects understanding and respect for multicultural and sexual diversity.</p>	<p>SLO: 4, 5 MFTC: 2.1.1, 4.3.3, 5.5.1</p>

<p><b>III. Assignment: Facilitation of class discussion.</b>  <b>Directions:</b> 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 with respect for multicultural and sexual diversity.</p>				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average Score for category: _____
1-Presentation/facilitation reflects exceptional comprehension and incorporation of assigned readings as well as helpful supplemental material. Thoughtful and thorough planning evident. Exceptional creativity shown in presentation and handout.	Presentation/facilitation reflects accurate comprehension and incorporation of assigned readings but relies too heavily on summary of rather than engagement with readings. Comprehensive handout submitted.	One or more important components omitted or confusingly presented. Planning and organization needed more work. Outline problematic.		SLO: 1, 4 MFTC: 4.3.3  Score: _____
2-Presentation/facilitation incorporates thoughtful theological reflection and suggestions for pastoral and/or clinical intervention.	Presentation/facilitation incorporates some theological reflection and implications for pastoral responses.	Theological reflection and/or pastoral implications limited or one omitted.		SLO 4, 5 MFTC: 4.3.3, 5.3.1  Score: _____
3-Presentation reflects exceptionally thoughtful engagement of the material. Stimulates class discussion and engagement with topic and readings in a rich and nuanced way. Presentation shows exceptional understanding of multicultural and sexual diversity.	Presentation reflects thoughtful engagement of the material-- stimulates class discussion and engagement with topic and readings. Presentation delivered with respect for multicultural and sexual diversity	Activity focuses on summary of assigned readings rather than creative engagement with the material and class. Presentation delivered with limited respect for multicultural and sexual diversity.		SLO 5 MFTC: 2.1.1, 4.3.3  Score: _____
<p><b>IV. Assignment: Personal Sexual Statement and Pastoral Reflection Paper</b>  <b>Directions:</b> 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.</p>				

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	
1-Paper includes theological reflections and incorporates these in an exceptionally insightful manner. Demonstrates theological fluency and consistency.	Paper incorporates relevant theological reflections and demonstrates capacity to utilize theological categories with some sophistication. Demonstrates capacity for theological consistency.	Paper references few theological reflections and includes contradictions and confusion.		SLO: 5 MFTC: 4.3.3
2-Paper demonstrates and/or clearly articulates exceptional relevance for future ministry in a diverse and multicultural world.	Paper demonstrates and/or articulates good relevance for student's future ministry in a diverse and multicultural world.	Paper application for future ministry is vague or suggestive. Exhibits limited understanding of what it means to minister in a diverse and multicultural world.		SLO: 1, 4 MFTC: 4.3.3
3-Paper shows exceptional writing skills.	Student uses clear paragraphs with topic sentences and supporting arguments. Student's review and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summary.	Student has difficulty with clear paragraphs, or topic sentences may lack clarity. Supporting arguments are incomplete, lack coherence, or lack relevance. Analysis shows logical flow, but may not be supported adequately by quotes, propositions, or statements. Introduction and conclusion may be unfocused or unclear		SLO: MFTC:
4-Paper demonstrates exceptional attention to APA style guidelines. Shows evidence of exceptional awareness of professional vocabulary and writing as a form of professional communication.	Student carefully follows APA style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.	Student follows APA style, but demonstrates style errors. Sentences lack clarity or demonstrate grammatical problems (run-on, incomplete, misuse of subject/object, etc.). Professional vocabulary is present, but may be imprecise or occasionally misused. Editing and proofreading could be improved, but is functional.		SLO: MFTC:

**V. Case Study**

**Directions:** 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.

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	
1- Provides exceptional summary of research related to selected topic or project. Reflects substantive research and critically examined findings. Includes extensive bibliography of consulted resources.	Provides clear, concise, and accurate summary of research related to selected topic or project or reflects substantive research findings indirectly, depending on nature of final project. Includes bibliography of consulted resources.	Provides summary of research related to selected topic or project reflects minimal research findings and limited bibliography.		SLO: 1 MFTC: 2.1.1, 2.2.6, 4.3.3
2-Paper includes theological resources and incorporates these in an exceptionally insightful manner in relationship to project topic. Demonstrates theological fluency and consistency.	Paper incorporates relevant theological resources and demonstrates capacity to utilize theological categories with some sophistication. Demonstrates capacity for theological consistency.	Paper references few theological resources and reflections include contradictions and confusion.		SLO: 5 MFTC: 4.3.3
3-Paper demonstrates and/or clearly articulates exceptional relevance for future ministry in a diverse and multicultural world.	Paper demonstrates and/or articulates good relevance for student’s future ministry in a diverse and multicultural world.	Paper application for future ministry is vague or suggestive. Exhibits limited understanding of what it means to minister in a diverse and multicultural world.		SLO: 1, 4 MFTC: 4.3.3

<p>4-Paper demonstrates and/or clearly articulates exceptional understanding of potential organic/biological factors that may contribute to sexual problems.</p>	<p>Paper demonstrates and/or clearly articulates good understanding of potential organic/biological factors that may contribute to sexual problems.</p>	<p>Paper demonstrates limited or confused understanding of potential organic/biological factors that may contribute to sexual problems.</p>	<p>SLO: 1, 3 MFTC: 2.1.1, 2.2.6</p>
<p>5-Paper shows exceptional writing skills.</p>	<p>Student uses clear paragraphs with topic sentences and supporting arguments. Student's review and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summary.</p>	<p>Student has difficulty with clear paragraphs, or topic sentences may lack clarity. Supporting arguments are incomplete, lack coherence, or lack relevance. Analysis shows logical flow, but may not be supported adequately by quotes, propositions, or statements. Introduction and conclusion may be unfocused or unclear</p>	<p>SLO: MFTC:</p>
<p>6-Paper demonstrates exceptional attention to APA style guidelines. Shows evidence of exceptional awareness of professional vocabulary and writing as a form of professional communication.</p>	<p>Student carefully follows APA style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.</p>	<p>Student follows APA errors. Sentences lack clarity or demonstrate grammatical problems (run-on, incomplete, misuse of subject/object, etc.). Professional vocabulary is present, but may be imprecise or occasionally misused. Editing and proofreading could be improved, but is functional.</p>	<p>SLO: MFTC:</p>