

Sexuality and Pastoral Practice
PC 307-3 Spring 2018
T, Th 1:30-2:50
Schlegel Hall 121 (rev. 2-9-18)

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Course description

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 pastoral counseling and congregational settings.

Course objectives

<u>By the end of the semester, students will be able to:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
Articulate an informed understanding of diverse expressions of human sexuality within multicultural contexts and throughout the life cycle	SLO 1: able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards. MFTC: 2.1.1 understand the principles of human sexuality as they relate to human development, issues of health and illness, diversity, power, privilege, and oppression 2.2.6 consider physical/organic problems that cause or exacerbate emotional/interpersonal symptoms	Journal Class discussion Final project
Demonstrate integration of theoretical, theological, and personal reflection that will help guide the practices of pastoral care and counseling	SLO 4: ...the ability to apply multicultural approaches to MFT and attend appropriately 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 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy MFTC: 4.3.3 deliver interventions in a way that is sensitive to special needs of	Journal Class discussion Final project

	<p>clients (e.g., gender, age, socioeconomic status, race/ethnicity, sexual orientation, disability, personal history, larger systems, issues of the client 5.3.1 monitor issues related to ethics, laws, regulations, and professional standards 5.5.1 monitor personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct 5.5.3 consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work</p>	
<p>Develop and evaluate resources for counseling and/or pastoral ministry in a multicultural world on the topic of human sexuality</p>	<p>SLO 1: able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards. SLO 4: ...the ability to apply multicultural approaches to MFT and attend appropriately to religious, cultural, racial, economic, gender, and sexual orientation differences as these are experience in client systems, client-therapist systems, supervisory systems, and broader social systems. MFTC: 4.3.3 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</p>	<p>Journal Class discussion Final project</p>
<p>Multicultural Therapy Definition: 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 & Sue 2008)</p>		
<p>Evidence-based Practice Definition: 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>		

SEMINARY AND COURSE POLICIES

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 more information, see the Policy for Academic Honesty in the Student Handbook.

Citation Policy

All dual degree or MFT students must follow the guidelines of the 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. *Four or more absences may result in a failing grade in the course.*

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (bherrintonhodge@lpts.edu) during the first few days of the course 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 instructors.

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. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

Evaluation of written assignments

Graduate level writing is expected in this course. This includes clear organization, correct grammar, careful proofreading and proper citation of sources.

Double-spaced, 12 font, one inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Support Center provides instruction in all of these matters.

Tutors are available to work with you on study habits, reading skills, and writing assignments.

Classroom Discussion

For ours to be an open classroom where freedom and respect are assured regarding one another's point of view, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails in the churches where students serve in ministry and is modeled by our students in their ministry placement settings.

Policy on late work

All written assignments are due on the date given in the syllabus. Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty.

Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

Use of electronic devices in class

Many of us are becoming increasingly addicted to our electronics such that we are unable to focus on other (more important) matters for a period of time. Thus, we ask that we create a time and space to set aside such distractions as email, Facebook, and texting in order to engage our minds and hearts. Do not send or read text messages during class. Cell phones should be silenced and/or turned off and put away. In the event that you have a legitimate need to be accessible during class, you may ask me for an exception to this rule. Laptops should not be used if you cannot trust yourself to restrict your use to note-taking. You may not access the Internet during class time. Any misuse of electronic devices during class time, including checking of email or social networking sites, will be grounds for dismissal from the session.

Courses in pastoral care and counseling emphasize the practice of attentive listening. This is both a sign of mutual respect and a spiritual discipline essential to the ministry of caring for others.

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

COURSE REQUIREMENTS

Keeping a journal on your reflections about the experience of the course readings and discussions. Use your journal to record significant, new information learned or fresh insights about yourself. Expect attitude shifts and note those. Expect emotional responses to materials and discussions. Note those and record for yourself as specifically as possible the origin of such feelings and the beliefs to which they are attached. Explore your comfort/discomfort range in relationship to particular course topics. Include what your experiences mean for your own personal growth and for your practice of ministry.

A minimum of 2 page entries are to be written and turned in weekly, making explicit reference to course readings. These are DUE no later than Friday noon except where noted otherwise in the syllabus. These are read only by the instructor and should not include details that the student is uncomfortable disclosing. (50%)

Class participation (20%) 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

Write a one page reflection paper on connections that you saw/heard between extending pastoral care, sexuality, “fearless dialogues,” and social justice.

DUE: 3/1/18 in class in hardcopy. (5%)

Final project (7-8 pages) (25%)

This is an opportunity to explore in greater depth a topic covered in the course or one that was not. Incorporate significant literature written in this area, provide theological reflection upon it, and draw applications for your ministry. The paper should be between 7-8 pages long, typed, and double-spaced. It can be in the form of a workshop plan, Sunday School class lessons, retreat or psychoeducation group design, (including goals and rationale and critically reviewed resources for each session), a sermon or series (again including rationale and resources), a book review (of a professor approved book), an articulation of your developing theology of sexuality, or a traditional research paper.

In any format, the project must include a bibliography of consulted material.

The topic must be chosen by **April 17** and submitted in class with a brief paragraph describing your topic and plan for its development.

DUE no later than Thursday, May 10 at 12:00 noon for seniors and Friday, May 11 at 5pm for others, submitted in hard-copy to my office, Schlegel 302.

Main course textbooks

Corinna, Heather. *s.e.x.: the all-you-need-to-know sexuality guide to get you through your teens and twenties*, 2nd ed. Cambridge, MA: Da Capo Press, 2016.
ISBN 978-0-7382-1884-7

Douglas, Kelly Brown. *Black Bodies and the Black Church: a Blues Slant*. New York: Palgrave Macmillan, 2012. (paperback)
ISBN 978-1137441546

Ellison, Marvin M. *Making Love Just: Sexual Ethics for Perplexing Times*. Minneapolis: Fortress Press, 2012.
ISBN 978-0-8006-9884-3

Ott, Kate. *Sex+Faith: Talking with your child from Birth to Adolescence*. Louisville: WJKP, 2013.
ISBN 978-0-664-23799-8

OPTIONAL for MDiv students except as noted in syllabus:

Weeks, Gerald R., Nancy Gambescia, and Katherine M. Hertlein. *A Clinician's Guide to Systemic Sex Therapy*, 2nd ed. New York and London: Routledge, 2016.
ISBN 978-0-415-73839-2

Additional books on library reserve you may wish to consult

Crooks, Robert and Karla Baur. *Our Sexuality*, 11th ed. Belmont, CA: Wadsworth, 2011.

Ellison, Marvin M. and Kelly Brown Douglas, eds. *Sexuality and the Sacred: Sources for Theological Reflection*, 2nd ed. Louisville: WJKP, 2010.

Jensen, David H. *God, Desire, and a Theology of Human Sexuality*, 119-137. Louisville: WJKP, 2013.

Keithan, Mandy J., T. Michael Rock, and Lynn Young. *Sexuality and Our Faith: A Companion to Our Whole Lives for Young Adults*. Boston: Unitarian Universalist Association of Congregations, United Church of Christ, 2008.

Klein, Marty. *Sexual Intelligence: What We Really Want from Sex and How to Get It*. New York: HarperCollins, 2012.

Nelson, James B. and Sandra P. Longfellow, eds. *Sexuality and the Sacred*. Louisville: W/JKP, 1994.

Presbyterian Church (USA). *God's Gift of Sexuality*. Presbyterian Publishing, 1998.

Tino, Michael J. Sarah Gibb Millsbaugh, and Laura Anne Stuart. *Our Whole Lives: Sexuality Education for Young Adults, Ages 18-35*. Boston: Unitarian Universalist Association of Congregations, 2008.

Weaver, Andrew, John D. Preston, and Charlene Hosenfeld. *Counseling on Sexual Issues: A Handbook for Pastors and Other Helping Professionals*. Cleveland: Pilgrim Press, 2005.

Bibliography on CAMS including hyperlinks

- Abraham, Laurie. "What if our kids really believed we wanted them to have great sex?" *New York Times Magazine*, November 20, 2011. (CAMS hyperlink)
- Devor, Nancy Giesler. "Pastoral Care for Infertile Couples." *The Journal of Pastoral Care* Vol. 48, no. 4 (Winter 1994): 355-360.
- Earl, Jr., Riggins R. "Loving Our Black Bodies as God's Luminously Dark Temples: The Quest for Black Restoration." In *Loving the Body: Black Religious Studies and the Erotic*, ed. Anthony B. Pinn and Dwight N. Hopkins, 249-269. New York: Macmillan, 2004.
- Ellison II, Gregory C. *Fear+Less Dialogues: A New Movement for Justice*, xi-33. Louisville: WJKP, 2017.
- Emmanuel, Ezekiel J. "Sex and the Single Senior." *The New York Times*, January 19, 2014.
- Everhart, Ruth. "A pastor's #MeToo story." *The Christian Century*, December 20, 2017, pp. 22-25. <https://www.christiancentury.org/article/first-person/pastors-metoo-story>
- Freedman, Nancy Price. "Yes, We Do. Even at Our Age." *The New York Times*, July 12, 2009.
- Frykholm, Amy. "Genevieve" and "Becca." In *See Me Naked: Stories of Sexual Exile in American Christianity*, 145-166. Boston: Beacon Press, 2011.
- Frykholm, Amy. "Conclusion: An Alternative Ethic." In *See Me Naked: Stories of Sexual Exile in American Christianity*, 167-178. Boston: Beacon Press, 2011.
- Glaser, Chris. "Sexuality and Aging: Young Love and Old Love." In *Body and Soul: Rethinking Sexuality as Justice-Love*, ed. Marvin M. Ellison and Sylvia Thorson-Smith, 129-139. Cleveland: The Pilgrim Press, 2003.
- Jensen, David H. *God, Desire, and a Theology of Human Sexuality*, 119-137. Louisville: WJKP, 2013.
- Jones, Maggie. "What Teenagers are Learning from Online Porn." *The New York Times*, February 7, 2018. (CAMS hyperlink)
- Klein, Marty. *Sexual Intelligence: What We Really Want from Sex and How to Get It*, 1-28; 156-158. New York: HarperCollins, 2012.
- Kundtz, David J. and Bernard S. Schlager. "The Functions of Pastoral Care." In *Ministry among God's Queer Folk*, 51-83. Cleveland: The Pilgrim Press, 2007.

- Lebacqz, Karen. "Appropriate Vulnerability: A Sexual Ethic for Singles." In *Sexuality and the Sacred: Sources for Theological Reflection*, edited by Marvin M. Ellison and Kelly Brown Douglas, 272-277. Louisville: WJKP, 2010.
- Lopez, Barry. "Sliver of Sky: Confronting the Trauma of Sexual Abuse." *Harper's Magazine*. January 2013, 41-48.
- Messer, Donald E. *Breaking the Conspiracy of Silence: Christian Churches and the Global AIDS Crisis*, 18-26 & 171-172; 127-146 & 183-185; 157-165 & 187. Minneapolis: Fortress Press, 2004.
- Nelson, James B. "Foreward." In *Sexuality and the Sacred: Sources for Theological Reflection*, edited by Marvin M. Ellison and Kelly Brown Douglas, xv-xvii. Louisville: WJKP, 2010.
- Oduyoye, Mercy Amba. "A Coming Home to Myself: The Childless Woman in the West African Space." In *Liberating Eschatology: Essays in Honor of Letty M. Russell*, edited by Margaret A. Farley and Serene Jones, 105-120. Louisville: WJKP, 1999.
- Pellauer, Mary D. "Pornography: An Agenda for the Churches." In *Sexuality and the Sacred*, eds. James B. Nelson and Sandra P. Longfellow, 345-353. Louisville: WJKP, 1994.
- PC(USA). *Presbyterians and Human Sexuality 1991*. "Reproductive Technology," 81-85. Louisville: Office of the General Assembly Presbyterian Church (U.S.A.), 1991. Full document available for download at: <https://www.pcusa.org/resource/presbyterians-and-human-sexuality-1991/>
- PC(USA), Office of the General Assembly. "Older Adults." In *Sexuality and the Sacred*, edited by James B. Nelson and Sandra P. Longfellow, 297-304. Louisville: WJKP, 1994.
- Rabin, Roni Caryn. "Men Struggle for Rape Awareness." *The New York Times*, January 24, 2012.
- Ridings, Sunny Buchanan. "Mustard Seed-Sized Faith: Isolation and Infertility." In *OH GOD, OH GOD, OH GOD! Young Adults Speak out about Sexuality and Christian Spirituality*, edited by Heather Godsey and Lara Blackwood Pickrel, 115-127; 130-131. St. Louis: Chalice Press, 2010.
- Simon, Caroline J. *Bringing Sex into Focus: the Quest for Sexual Integrity*, 27-45. Downers Grove, IL: IVP Academic, 2012.
- Simon, Rich and Lauren Dockett. "Everywhere at Once: Esther Perel is Becoming Therapy's Most Visible Presence" and "An Interview with Esther Perel." *Psychotherapy Networker*, 25-33; 35. Sept/Oct 2017. <https://www.psychonetworker.org/magazine/article/1111/everywhere-at-once>
- Vandantam, Shankar, Hidden Brain podcast: "Edge of Gender." (CAMS hyperlink) <https://www.npr.org/2017/10/09/556116385/nature-nurture-and-our-evolving-debates-about-gender>

Vandantam, Shankar, Hidden Brain podcast: “The Psychological Forces behind a Cultural Reckoning: Understanding #MeToo”

<https://www.npr.org/2018/02/05/582698111/the-psychological-forces-behind-a-cultural-reckoning-understanding-metoo>

and/or

A 7 minute version on NPR Morning Edition, 2-7-18, “Why #MeToo Happened in 2017”

<https://www.npr.org/2018/02/07/583910310/why-metoo-happened-in-2017>

(both are CAMS hyperlinks)

SPRING 2018 CLASS SCHEDULE

Th 2/4 **Introductions and beginnings**
Sexuality is ...

Week 1

T 2/6 **Sex + Faith**
Ott, Introduction – Chapter 7
Please take the “parenting quiz” on pp. 36-38 before reading Chapter 7 and write out your reflections on the chapter as suggested on page 59.

Th 2/8 **Sex + Faith Continued**
Ott, Chapters 8 –10
Complete the chapter quizzes and reflection pages for each chapter
(no journal entries due for this week)

Week 2

T 2/13 **Learning the Body**
Corinna, pp. xiii – Chapter 2
Abraham (CAMS hyperlink)
Klein (CAMS)

Th 2/15 **Loving the Body**
Corinna, Chapters 3 & 4
Earl, Jr. (CAMS)
DUE: Journal entries begin

Week 3

T 2/20 **Beyond the Binaries**
Corinna, Chapter 5
Kundz & Schlager (CAMS)
Vandantam, Hidden Brain podcast: “Edge of Gender” (CAMS hyperlink)

Th 2/22 **An Intersystem, Multicontextual Approach to Sex Therapy**
Corinna, Chapter 6
Jones (CAMS)
Pellauer (CAMS)
Weeks et al., Chapter 1 & 11 (all students please read)

Week 4

T 2/27

Attend BCS Consultation

Gregory C. Ellison II, *Fear+Less Dialogues*, pp. xi-33 (CAMS)
See LPTS website for schedule details

Th 3/1

Sexual Health

Corinna, Chapters 10, 12, and 15
Messer (CAMS)

Guest: Taylor Ewing Johnstone, Senior Educator, Planned Parenthood

DUE: A one page reflection paper on connections that you saw/heard between extending pastoral care, “fearless dialogues”, and social justice at the BCS Conference (***no journal entries due this week***)

Week 5

T 3/6

Relationships and Intimacy

Corinna, Chapter 7

Guest: Maggie Cook, Manager, Online Safety - Facebook

Th 3/8

To Be or not to be Sexually Active

Corinna, Chapter 8
Ellison, Introduction and Chapters 1 & 2
Lebacqz (CAMS)

March 12-16

RESEARCH AND STUDY WEEK

Week 6

T 3/20

Partnered Sex

Corinna, Chapter 9
Weeks et al., Chapters 2-6

Th 3/22

Sexual Dysfunction and Therapy

Weeks et al., Chapters 7-10 and 14 (MDiv students read at least 2 chapters)
Guest: Jack Copley, DMin, LMFT, CST

Week 7

T 3/27 Sexual Violence, Trauma, and Healing Part 1
Corinna, Chapter 11
Everhart (CAMS)
Vendantam, Hidden Brain podcast, “Why #MeToo Happened in 2017”
and/or “The Psychological Forces behind a Cultural Reckoning ...”
(CAMS hyperlinks)
DUE: Journal entry by Wed noon

Th 3/29 NO CLASS, Easter break

Week 8

T 4/3 Sexual Violence, Trauma, and Healing Part 2
Ellison, Chapter 5
Lopez (CAMS)
Frykholm, “Genevieve” and “Becca” (CAMS)
Rabin (CAMS)

Th 4/5 Reproductive Options
Corinna, Chapter 13
Ellison, Chapter 6
PC(USA) report, pp. 81-85 (CAMS)

Week 9

T 4/10 Infertility
Devor (CAMS)
Oduyoye (CAMS)
Ridings (CAMS)

Th 4/12 Sexuality, the Black Church, and the Blues
KB Douglas, Chapters 1 – 3
Guest: Rev. Dr. Kilen Gray

Week 10

- T 4/17 Sexuality, the Black Church, and the Blues**
Douglas, Chapters 4 – 6
DUE: a written paragraph describing the topic of your final project and plan for its development
- Th 4/19 Christian Sexuality Education for Couples**
Douglas, Chapter 7 and Coda
Guest: Chandra Goforth Irvin, MDiv, MEd, Director for Peace and Spiritual Renewal, Spalding University

Week 11

- T 4/24 Covenantal Relationships**
Ellison, Chapters 3 & 4
Simon & Dockett on Esther Perel (CAMS hyperlink)
Simon, Caroline (CAMS)
- Th 4/26 Polyamory and Therapy**
Weeks et al., Chapter 15 (all read)
Guest: Michelle Stillwagon, LMFT, AASECT Certified Sex Therapist

Week 12

- T 5/1 Aging**
Emanuel (CAMS)
Freedman, “Yes, We Do. Even at our Age” (CAMS)
Glaser in Ellison and Thorson-Smith (CAMS)
Nelson, Foreword in Ellison & Douglas (CAMS)
PCUSA, “Older Adults” (CAMS)
- Th 5/3 Ethics/Theology of Sexuality**
Corinna, Chapter 14
Ellison, Chapter 7 and Epilogue
Frykholm, “Conclusion: An Alternative Ethic” (CAMS)
Jensen (CAMS)
Weeks et al., Chapter 16

Final project DUE no later than Thursday, May 10 at 12:00 noon for seniors and Friday, May 11 at 5pm for others, submitted in hard-copy to my office, Schlegel 302.