

CONTACT INFORMATION

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I. COURSE DESCRIPTION

This course addresses the biological, developmental, relational, emotional and spiritual issues that are involved in understanding human intimacy and sexuality. You will learn basic diagnostic and treatment skills, the Bible, and the *Diagnostic and Statistical Manual of Mental Disorders IV* in teaching and counseling sexual issues.

II. COURSE OBJECTIVES

1. Understand and be able to articulate biblical principles and their impact on understanding human intimacy and sexuality and be able to assess, understand and address one's own sexual values, attitudes, desires, fears and inhibitions about sexuality.
2. Know and be able to articulate an accurate knowledge of the physiology of sexuality and normal human sexual development and be able to explain that knowledge using appropriate sexual terms and concepts in class and on papers.
3. Know and be able to differentiate an extensive variety of typical human sexual behaviors and be able to express that knowledge on a research paper.
4. Know and be able to differentiate an extensive variety of atypical human sexual behaviors and be able to demonstrate that knowledge on the final exam.
5. Understand and be able to demonstrate a variety of pastoral and therapeutic skills and techniques when presented with case examples.
6. Synthesize course material to the extent that it can be applied to an understanding of one's own sexual development and identity and be ready to write with acuity and understanding on a confidential paper.
7. Examine human sexuality from the standpoint of different cultures and how in different cultures sexuality is expressed and be able to demonstrate that knowledge in class discussions and on a final exam.

III. REQUIRED COURSE TEXTBOOKS

Carnes, Patrick. *Out of the Shadows*. Hazelton, 2001 (ISBN 1568386214) 240 pages.

Langberg, Diane. *Counseling Survivors of Sexual Abuse*. Xulon Press, 2003. (ISBN 1591619905) 287 pages.

Rosenau, Douglas. *A Celebration of Sex: A Guide to Enjoying God's Gift of Sexual Intimacy*. Thomas Nelson, 2002. (ISBN 0785264671) 389 pages.

Woititz, Janet. *Struggle for Intimacy* (revised). Health Communication, 1993. (ISBN 1558742778) 135 pages.

Recommended Books

Allender, Dan. *The Wounded Heart*.
 Anderson, Neil. *Bondage Breaker*.
 Carnes, Patrick. *Sexual Anorexia*.
 Dunnington, Kent. *Addiction and Virtue*.
 Laazer, Mark. *Faithful and True*.
 Laazer, Mark. *Taking Every Thought Captive*.
 Nikilosi, Aronson. *Reparative Therapy of Male Homosexuality*.
 Penner, Clifford and Joyce. *Restoring the Pleasure*.
 Struthers, William. *Wired for Intimacy: How Pornography Hijacks the Male Brain*.

IV. COURSE REQUIREMENTS

1. Read all required books completely and come to class prepared to discuss the material as assigned. A reading completion form must be handed in at the due date below.
2. Write a 7-page pithy research paper on a topic related to sexual dysfunction or an atypical sexual behavior. Register the topic with the professor before beginning. The paper is to be written in the style of your program.
 - Definition
 - Causation and Etiology
 - Dysfunction
 - Diagnosis
 - Treatment: Secular Treatment
 - Spiritual Treatment and Healing
 - Outcomes
 - Spiritual and/or Cultural Implications?
3. Complete a personal evaluation of your own sexual development, including present strengths and weaknesses along with a plan for continued growth. An outline will be given out in class. **Not to be handed in!** There will be an Inventory Completion Form that will be handed in on the date below.
4. Active participation in class discussion and small groups.
5. Mid-term knowledge exam.
6. Final exam on case diagnosis and treatment.

V. TEACHING SCHEDULE

January	28	Introduction Syllabus and class expectations Approaching sexuality professionally	
February	4	Biblical Views of Sexuality Nelson: Introduction, chs 1-6	Rosenau, ch 1
	11	Male and Female Anatomy Sexual and Gender Development	Rosenau, ch 3

	18	Sexual Response Sexuality over the Lifespan	Rosenau, chs 4, 6 – 10, 16
	25	Class Meets for Prayer Not Academics	
March	4	Teen Sexuality Reproductive Sexuality	Rosenau, chs 5, 25 Inventory Completion Due
	11	Abortion Typical sexual behavior patterns	Rosenau, chs 11-15, 19, 20
	18	No class Spring Break	
	25	Sexual Abuse Sexual Diseases	Langberg: Part 1 Rosenau, ch 24, Appendix
April	1	Atypical Sexual Behavior Patterns	Mid Term Due Langberg: Part 5 Woititz, chs 1-3
	8	Sexual Addiction	Rosenau, chs 27-28 Carnes, chs 1-6
	15	Sexual Addiction	Carnes, chs 7-8
	22	Homosexuality	Rosenau, ch 29 (Nikilosi, chs 1-4, 7-10) Research Paper Due
	29	Sexual Dysfunction	Rosenau, chs 21 - 23 Woititz, chs 4-5
May	6	Counseling skills	Rosenau, ch 26 Langberg: Parts 2-4
	13	Church's Role in Addressing Sexuality	Rosenau: Introduction Langberg: Parts 6-7 Final Exam Due Reading Completion Due

VI. GRADES

Midterm Exam	20%	Multiple choice
Research Paper	30%	Written according to program style sheets
Inventory	10%	Inventory Completion Form
Final Exam	35%	Written Case Response
Reading	5%	Written Completion Form

Un-excused absences will affect the final grade. Late papers will receive a 0.

VII. WORKLOAD

Midterm	15 hours	
Research Paper	25 hours	
Inventory	5 hours	
Final	25 hours	
Reading	20 hours	
Class	45 hours	Total 135 hours

VIII. ACADEMIC INTEGRITY

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that

others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.

Students are expected to uphold the highest standards of academic integrity with regard to their own work, and as part of the university community, to support and confront others in maintaining a humble and godly sense of service, worship, and academic integrity.

Plagiarism (defined as three or more words), regardless of intent, is the presentation of words or ideas of another as one's own. When words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, tapes, etc.) without acknowledging the source, this constitutes plagiarism.

Plagiarism and cheating will result in academic penalty, which may include failure of the assignment or of the course. Further disciplinary action may also result. If a student self-reports impropriety or cheating, the situation can be better assessed and ameliorated on a case-by-case basis.

IX. LATENESS POLICY

No papers will be accepted late. Unless there has been a prearranged written (email) agreement with a faculty member due to a critical life event, late papers will not count towards the final grade. Late papers will have to be handed in, in order to receive a grade for the course.

X. DISABILITY SERVICES

Students with physical, emotional, ADD, or learning disabilities needing academic accommodations should make requests through the office of CIU Academic Success Center (which is located under the Cafeteria) during the first week of class. These requests will be kept confidential and will be used only provide academic accommodations. Please contact the center at academicsuccess@ciu.edu or 807-5612.

XI. Late papers will must be handed in but will only receive a grade of 0. Unless there has been prior written permission from a professor, all papers are due on time.

Sexual History
(**Not** to be handed in)

1. Family Attitudes about Sexuality

How open were your parents to talking about sexuality?

What was your experience in asking your parents about sexual issues?

What was your knowledge about your parents' sexual relationship?

What advice or prohibitions were you given about sexual purity?

Was your opposite sex parent affectionate? If so, how?

How did the children get attention and affection in your family?

2. Early Sexual Experiences

What was your first exposure to the naked body? How did you respond?

How young were you when you first explored your own sexuality?

Were there any sexual games that you played with other children?

What is your first and most powerful early memory of sexuality?

3. Childhood Thinking About Sexuality

What were your childhood theories or myths about sexuality, conception and birth?

What impact did your peers have on your sexual understanding?

4. Adolescence

(Girls) How were you taught and prepared for puberty and menstruation?

Have you conceived before marriage? Abortion?

(Boys) How were you taught and prepared for puberty and nocturnal erections?

5. Orgasmic Experiences

What did you think after your first orgasmic experience?

How did your view of God and the teachings of the Bible impact your thinking/feeling?

If masturbation was practiced, what emotional, relational or spiritual impact did that have on you?

Has anyone you know used sexuality to avoid facing painful issues?

6. Sexuality and Identity

How strong was your identification with your gender?

Were your behaviors, thoughts, mannerisms typical of your gender?

To what extent have you wondered if you were a homosexual?

Were people attracted to you physically because of your gender?

What, if any, was the content of your sexual dreams and fantasies?

Describe the physical / sexual aspect of your dating life.

Was there any sexual abuse present in your upbringing?

What impact has that had on you?

7A. Singleness

Have you found ways to address your sexual needs while abiding by God's standards?

Have you been able to work closely with the opposite sex?

Have you had to deal with unwanted sexual advances of others? What impact has that had on you?

Have you struggled with any guilt from past sexual relationships?

7B. Engagement and Marriage

To what extent were you physical or sexual during your engagement time?

How successful were the sexual relations on your honeymoon?

How has the sexual satisfaction, frequency and playfulness changed during your marriage?

How considerate is your spouse in sexual relations with you?

Have you developed any fetishes in order to intensify the sexual experience?

Have you used pornography at any time in your life?

What impact has pornography had on your sexual satisfaction, expectations or appetites?

8. Spiritual and Emotional Issues

How has your past sexual knowledge or experiences impacted your sexual identity, appetites and satisfaction today?

How has your sexual history impacted your relationship with God? (Guilt, forgiveness)

How has your sexual history impacted your understanding of how God relates to His children?

Is there anything in the past or present that may interfere with your living in God's design and enjoying sexuality the way He designed it to be enjoyed?

9. Summary

Are you satisfied with your sexuality or is there something you would like to change?

If there is something you would like to change, how would you plan to do so?

* Single and married should respond to this question.

Inventory Completion Form

I have completed, in writing, the Sexual History form and have written down a plan for addressing and strengthening my sexuality.

Signed _____ Date _____

Reading Completion Form

I have read all of *Out of the Shadows*

I have read all of *Celebration of Sex*

I have read all of *Struggle for Intimacy*

I have read all of *Counseling Survivors*

Signed _____ Date _____