



CED 6512: Human Sexuality: A Therapeutic Integration Spring 2021

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Course Section: 18
Course Modality: Online
Meeting Dates/Location: No Synchronous sessions

University Mission Statement

Richmont Graduate University provides Christ-centered education and research that advance God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

School of Counseling Mission Statement

Richmont Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners.

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Overview of Counselor Education at Richmond

Integration of Faith & Learning

Richmont Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners. This training occurs within the context of a structured curriculum and supervisory relationships and is designed to equip graduates to facilitate spiritual growth, mental health, and relational healing.

Statement Regarding Nature of Counselor Training

Participation in graduate level counseling courses can be a meaningful opportunity for personal and professional growth, self-awareness, increased insight and knowledge, and practice in making a difference in the lives of others. However, students should be aware that material covered may result in increased awareness of past and/or present emotionally-charged material from their own lives. At times this awareness may result in strong, overwhelming, or even negative responses. Upon becoming aware of such responses, students are strongly encouraged to pursue their own individual therapy while in the Program. Additionally, if and when an instructor observes these responses in a student, he or she will bring it to the student's attention for immediate discussion and consultation. Students are strongly encouraged to make faculty aware of these strong or overwhelming personal reactions related to course experiences, materials, and assignments.

In cases where student functioning is assessed to be compromised because of possibly unresolved emotionally-charged concerns, students may be advised in one of several directions, including but not limited to:

1. Entering therapy while remaining in the Program and reporting back to their Advisor or Program Chair (As a general rule in the School of Counseling and School of Psychology, students may meet with faculty for a maximum of 3 times to assess and triage a situation; after that any student needing additional counseling must find an outside counselor);
2. Taking a leave of absence from the Program, with conditions specified by the Program; or withdrawing from the Program itself.

The desired end result is that all issues of concern are sufficiently addressed and/or resolved, and that the student is assessed by the Program as ready to continue moving towards degree completion and to work with people in a mental health care provider capacity. Final determinations will be at the sole discretion of Program personnel and will be made with the utmost care and with the student's best interests in mind. Students always have the right to appeal any Program decision by utilizing procedures outlined in the Student Handbook.

Disclaimer

Courses offered through the School of Counseling, as well as additional materials and instruction, are intended for educational purposes. These materials are not designed to provide legal advice, or medical or professional consultation. Instructional materials and activities are designed to equip and empower students with appropriate educational and experiential tools and experiences through which they better understand the needs of hurting people and how to best utilize counseling skills to respond. Completion of the program qualifies a graduate to pursue state licensure. Students are advised at the start and throughout their program to consult the state regulations and/or legal requirements that exist in their state, province, or country regarding licensure.

Client & Student Confidentiality Expectation

Counselors recognize that trust is at the core of the counseling relationship. The ACA (American Counseling Association), AACC (American Association of Christian Counselors) and APA (American Psychological Association) Code of Ethics specify that counselors must respect clients' right to privacy and avoid illegal or unwarranted disclosures of confidential information. Counselors make every effort to ensure that supervisees, students, professional assistants, and volunteers also maintain clients' privacy. Moreover, privacy and confidentiality are also applicable to counseling students' efforts to avoid sharing identifying client information during class discussions, case presentations, or group supervision. This is especially relevant in

courses included in the Clinical Training sequence: Helping Relationships, Applied Practicum and Treatment Planning, Group Counseling, Practicum, Internship I, and Internship II.

Common Core Area: Counselor Preparation Comprehensive Examination (CPCE)

This course covers one of the eight core areas assessed by the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is used by Richmond Graduate University to assess student knowledge of counseling to ensure minimum competence in the field and to prepare students for the National Counselor Examination, required by most state counseling licensing boards for licensure. The CPCE furthermore provides Richmond collective feedback for ongoing development of the counseling program as it allows Richmond to examine student functioning in various curriculum areas and compares program results to national data.

The CPCE, which consists of 160 multiple-choice items, covers the eight common-core areas Council for Accreditation of Counseling and Related Educational Programs (CACREP) as defined by their *Standards for Preparation*:

- | | |
|------------------------------------|--|
| 1. Human Growth and Development | 5. Career and Lifestyle Development |
| 2. Social and Cultural Foundations | 6. Appraisal |
| 3. Helping Relationships | 7. Research and Program Development |
| 4. Group Work | 8. Professional Orientation and Ethics |

Richmont students in the Master of Arts in Clinical Mental Health Program **are required to take the CPCE** during their final spring semester as part of the course CED7891: Professional Seminar in Marriage & Family Counseling and Clinical Mental Health Counseling. **A passing score on the CPCE is now required to successfully complete the course.** To pass the Professional Seminar course, students must achieve one of the following (in addition to completing other course requirements):

- A. Score at or above the CPCE national mean total score
- B. Score at or above the CPCE national mean score in six of the eight core area sections

Students who fail to meet the above criterion will be required to take sub-tests of the section(s) not passed in order to successfully complete the Professional Seminar course prior to graduation. As a result, the text *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* is recommended as a supplement to the main textbook(s) for this course you are now taking.

Please refer to the specific chapter related to this course. The chapter reviews the content area and includes practice multiple-choice items for your benefit. A CPCE practice test is also included at the end of the text that you can take once you have completed a significant portion of your coursework in preparation for taking the CPCE your last semester. An NCE practice test is also included for your benefit. This text will also be the primary text used for the Professional Seminar course.

Recommended text:

Erford, B. T., Hayes, D. G., & Crockett, S. (2019). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (3rd. ed). Boston, MA: Pearson. ISBN: 978-0135192450

Richmont Academic Policies & Procedures

Attendance & Participation

Students are permitted one unexcused hour of absence per hour of course credit. Necessary absences may be excused with permission of the instructor; this must be done in advance except in acute emergencies. Beyond the permitted unexcused absences, each additional unexcused class block absence will result in the decrease of the student's course grade by one level (e.g., A drops to A-). A student who accumulates more than 3 unexcused absences in a course during the fall and spring semesters will have earned a failing grade because

of the excess absences. Likewise, because of the truncated summer semester, a student who accumulates more than 2 unexcused absences during summer semester will also automatically fail the course.

A class block is defined by the number of credit hours a course receives. For a two credit-hour course, a class block is two hours of the course, etc. This grade reduction will be taken until the student reaches four class block absences beyond the allowed absence, at which point the student will receive a failing grade for the course. This policy applies to intensives, hybrid, and weekly classes. For example, in a two credit-hour intensive, a student may miss two hours of class without a grade reduction penalty. Should the student miss two additional hours, the student's final grade will be reduced by one level (A to A-, etc.). Students who miss classes because they register late or change sections are subject to the same policy. Faculty may count tardiness toward absences at their discretion.

Deadlines

Course instructors will decide course policies for assignment deadlines and any grade penalties for late assignments. Please discuss any questions or concerns with your instructor.

Writing Style

All papers written at Richmond are to conform to the most recent edition of the Publication Manual of the American Psychological Association unless otherwise specified by the instructor. All written documents are to reflect the highest standards of grammar, composition and style. Students are expected to have adequate computer skills to produce all course assignments and to conduct research for those assignments independently. Any student desiring assistance for the research or production of assignments (other than basic proof-reading) is required to seek prior approval from the professor.

CAMS

The CAMS Student Portal has four primary purposes in Richmond courses: 1) to provide students opportunity to receive timely information about course assignments, grades, and announcements; 2) to promote thoughtful, intentional interaction between course instructors and students (as well as between students) as they work on course materials; 3) to provide method for students to complete quizzes and exams and upload papers, and; 4) to enhance Richmond's learning experience.

It is at the professor's discretion to use in CAMS in any Richmond course. Students are responsible to check CAMS each week, beginning one week prior to the start of the course. Students are expected to be familiar with all course materials within CAMS.

If you have technical problems with CAMS or are unable to log into your Student Portal, please contact the Help Desk/IT Department. You can contact them at helpdesk@richmont.edu.

Internet Access & Software

Students are responsible to maintain continuous access to a working and dependable internet provider, as well as reliable email software that can send and receive attachments. It is highly recommended that you have access to Microsoft Office software (Word, PowerPoint, etc.) for assignments.

Students are responsible to daily check their Richmond email address, in order to ensure timely receipt of messages and course information from the instructor.

Student with Disabilities Statement

If a student desires to request reasonable accommodations, as addressed by the Americans with Disabilities Act (ADA), please notify the Dean of Students (Richmont ADA Coordinator) to request an application for student accommodations. Once approved, students are required to complete a Syllabus Addendum form for each class, each semester. It is the responsibility of the student to also notify the instructor once their request for reasonable accommodation has been approved. Please contact studentaccommodations@richmont.edu to request an application for academic accommodations.

Academic Continuity

In the event of weather or other emergency situation, Richmond may temporarily suspend normal operations. During this time, Richmond may deliver communication regarding courses, etc. using CAMS and/or students' Richmond email accounts. It is the student's responsibility to make every effort to receive communications during a campus closure.

Communication

Students are responsible to check their Richmond Graduate University email account at least daily, Monday through Friday, to receive communication regarding course and campus activity. Instructors will communicate to the class their preferred methods of communication and availability (i.e., office hours).

Academic Integrity

In keeping with Biblical principles and the desire to exemplify excellence in scholarship, Richmond students are held to the highest standards of academic integrity. Academic integrity is the personal and collective responsibility of all students and faculty. The faculty has the right and obligation to set and clarify academic requirements for the work of students. All infractions of the academic integrity policy, intentional or unintentional, are reported to the dean of the school in which the student is enrolled and presented at the Student Qualifying Evaluations for the School of Counseling.

Providing or Receiving Unauthorized Assistance: No student at Richmond is to provide or receive any form of unauthorized assistance on any assignment, paper, examination, project, etc. Students who wish to create examples of assignments to aid other students must receive permission from the professor prior to doing so.

Plagiarism: Plagiarism includes submitting material obtained online or from another source, without properly citing the source. Richmond requires that all sources be cited, including in online discussion posts and classroom presentations.

Self-Plagiarism: No assignment, in whole or in part, that has been completed for another class at Richmond or at any other institution is to be submitted in a course without prior approval of the professor.

Misrepresentation and other Forms of Dishonesty: Misrepresentation and dishonesty include acts like signing an attendance roster for another student or dishonesty with regard to any aspects of coursework. During internship, students must accurately represent their status and qualifications to all involved. Further, any falsification of clinical documents, or internship documentation is a serious infraction of the academic integrity policy.

Digital Impropriety: Richmond prohibits the sharing of passwords for any accounts governed and maintained by the university. Digital impropriety includes, but is not limited to, the unauthorized copying, uploading, posting, or otherwise sharing of materials related to a course in any online platform or through any digital means. Additionally, students who take courses online must accurately present themselves in the online classroom.

Any infraction of these standards, intentional or unintentional, is taken very seriously. Infractions of the academic integrity policy may be grounds for dismissal at any point in a student's enrollment, up to the time of graduation. The full Academic Integrity Policy is available for review in the current Richmond Graduate University catalog.

Student Course Evaluation

Students have the opportunity to provide feedback to their course instructor and to Richmond through email, telephone, and in-person appointments with their course instructor or advisor.

Students also have the opportunity to provide anonymous feedback at the end of each semester through student course evaluations. Students will receive an email reminder from the Records Office when it is time to complete course evaluations online. Please consider taking the time to provide this helpful input to your instructor and the University.

General Course Information

Catalog Course Description

2 hours. Prerequisite for CED6522, CED7532, and CED7542. Provides a basic introduction to counseling for sexual issues. Students are introduced to a theology of sexuality, a foundational model of addressing sexual issues in counseling, basics of sexual biology and psychology, sexual development, sexual dysfunction, and intervention techniques for sexual problems. Students also are challenged in their own growth and development in this area.

Student Learning Outcomes & Course Objectives

Student Learning Outcomes & Course Objectives	Assessment Methodology
Assist students in understanding human sexuality issues (gender, sexual functioning, and sexual orientation) and their impact on family and couple functioning.	MCFC Final Exam
To encourage and assist each student in understanding and becoming comfortable with their own sexuality, as they integrate a Biblical sexual theology into their lives and counseling practice.	Integration Paper Discussions
To create an in-depth understanding of sexual biology, psychology and Biblical values, as desensitization takes place so that each student is at ease talking and counseling in the sexual area of personality and relationships.	Integration Paper Final Exam
To impart an understanding of common sexual questions, myths and problems, as basic therapeutic answers and interventions are developed with the ability to dialogue, educate, coach and strategically refer when needed.	Final Exam

Required Course Materials including Texts

Students are responsible for additional information and materials (i.e., Power Point files, media, etc.) distributed through CAMS and in class.

NOTE: Some of the reading for this course does not come from a specifically Christian perspective. Some of it may be inconsistent with the statement of beliefs for RGU and the Institute for Sexual Wholeness. This reading is required because it is representative of the thought in the field of sex therapy and sexology. Time will be spent in class discussing the reading and critiquing it from a Biblical Christian perspective that is in line with the stated theology of RGU and ISW. This list is subject to change.

REQUIRED TEXTS:

Rosenau, D. (2002). *A celebration of sex* (Rev. and updated. ed.). Nashville: Thomas Nelson. (pp. 1-379)

Hyde, J. S. (2013). *Understanding Human Sexuality*, (12th Edition), Boston: McGraw Hill. (Chapters 1-3, 5-10, 18)

McCluskey, C., & McCluskey, R. (2004). *When two become one achieving sexual intimacy in marriage*. Grand Rapids, Mich.: F.H. Revell. (pp. 16-132).

Rosenau, D., & Wilson, M. T. (2012). *Soul virgins: redefining single sexuality*. Atlanta, GA: Sexual Wholeness Resources. (NOTE: 2006 Baker Books edition has identical text and is equally acceptable.)

SUPPLEMENTAL READINGS:

The following articles and chapters are also required reading for this course. Students can download these chapters from the ISW website. Find the course web page by going to <http://www.sexualwholeness.com>. Select "I am a student", then "Course Info" then the 6512 course.

Rosenau, D.E., Sytsma, M., and Taylor, D.L. (2001). Sexuality and Sexual Counseling: Learning and Practicing the DEC-R Model. In T. Clinton, and G. Ohlschlager (Eds.) *Competent Christian Counseling*, Colorado Springs: Waterbrook.

Sytsma, M. (2020). *In Divine Glory: An Introduction to Human Sexual Anatomy and Physiology for the Sex Therapist* (eBook). Sexual Wholeness Resources.

Laaser, M. R. (2004). *Healing the wounds of sexual addiction: Sexual integrity in a fallen world*. Grand Rapids, Mich.: Zondervan.

Sytsma, M. (2018). Strategies for Couple Sexual Problems. In J. Thomas (Ed.), *Counseling Techniques: A Comprehensive Resource for Christian Counselors*. Grand Rapids, NY: Zondervan.

COURSE PACKET:

In addition to the above texts and articles, students are required to purchase a handout packet for the course. Packet will be available for online purchase and download through the Discussion Forum. This packet contains the slides used in teaching as well as additional course material constituting over 160 pages. Students will be able to print the packet or bring it to class in electronic form.

Course Schedule & Evaluation

Methodology

There will be a variety of instructional and evaluative activities utilized, including: lecture, handouts, readings, role plays, experiential exercises, interactions with the internet, guest speakers, and others. Any experiential exercises are designed to help illustrate the educational process and contribute to your professional development. Educational exercises are not designed to be intrusive and there will be no pressure to disclose personal information beyond your comfort level. All students are expected to treat this environment with mutual respect and confidentiality.

Richmont Grading Scale (400 points)

The Richmont Graduate School grade scale will be used in this course:

Letter Grade	Equivalent Points	Percentage Points	Richmont Grade Scale
A	372-400	93-100	4.0
A-	360-371	90-92	3.7
B+	352-359	88-89	3.3
B	332-351	83-87	3.0
B-	320-331	80-82	2.7
C+	312-319	78-79	2.3
C	292-311	73-77	2.0
C-	280-291	70-72	1.7
F	0-279	0-69	0

Participation/Late Assignments

Deadlines are important. Students are strongly encouraged to turn in assignments by due dates listed in the course schedule. Any assignment not turned in at the beginning of class time on the due date will be considered a failure to meet class requirements. *There will be a 10% reduction in points each day past the due date.* Assignments will not be accepted two weeks past their due date except in emergency or extenuating circumstances.

Please do not ask for special consideration based on your unique circumstances. In the case of unforeseen emergencies and extenuating circumstances, please communicate with the instructor as soon as possible and special accommodations can be made.

Notes from your Instructor

SPECIAL ACCOMMODATIONS: If you need special accommodations, please process a request for such accommodations through the Dean of Students, Dr. Amanda Blackburn. Contact the dean at ablackburn@richmont.edu. In the case of unforeseen emergencies and extenuating circumstances, please communicate with the professor as soon as possible, and special accommodations may be made.

INSTRUCTOR BIO:

Dr. Doug Rosenau is a Licensed Psychologist, Marriage & Family Therapist, and Diplomat of the American Board of Sexology (ABS). A pioneer in Christian sex therapy, Doug is a popular speaker and the best-selling author of *A Celebration of Sex*. He is a full clinical member of the Society for Sex Therapy and Research (SSTAR), and he teaches Human Sexuality as an adjunct professor at Dallas Theological Seminary, Reformed Theological Seminary, and Richmond Graduate University. Dr. Doug is a graduate of Dallas Theological Seminary (Th.M.), and received his doctorate (Ed.D.) from Northern Illinois University. As co-founder and current Director of Vision of the Christian organization Sexual Wholeness, Inc., he has helped to create the Institute for Sexual Wholeness that trains Christian sex therapists and educators.

Jenna Mountain is a Licensed Professional Counselor and Certified Sex Therapist in Richardson, Texas. She has earned a B.A. in Psychology from Texas Tech University, a M.A. in Counseling from Dallas Baptist University, and is a Ph.D. in Counselor Education and Supervision Candidate at Texas A&M University-Commerce. She has spent her career focusing on sexual issues and dysfunction, trauma recovery, and working with couples. She previously founded a counseling center at First Baptist Church Richardson and currently owns Aspen Haus Associates, LLC, a growing group practice in Richardson, Texas. She is local and national speaker and presenter both at the community level and at academic conferences. She now serves as the Academic Director for Sexual Wholeness, Inc. and the Institute for Sexual Wholeness.

Course Assignments & Weight

Assignment	Points	Percentage
Discussion Boards/Class Participation	100	15%
Reading	100	30%
Sexual Integration Paper	100	30%
Final Exam	100	25%
TOTAL	400	100%

DISCUSSION BOARDS/CLASS PARTICIPATION (100 POINTS):

1. **Students are also responsible for registering for the Sexual Wholeness Discussion Forum before the weekend of class.** Go to <http://institute.sexualwholeness.com/login> to register. Registration must be complete before ISW Administration can permit a student/participant into the course discussion forum.

2. Students are responsible for discussions on the Discussion Forum. Additionally, students must spend at least 4 hours watching and reading through topical discussions over the course of the class. You are to familiarize yourself with the Discussion Forum to participate in 4 Class Discussions (See tentative Course Schedule). In each of these discussions, you will need to respond to the prompt and then provide 2 responses to your peers according to the due dates provided in the Tentative Course Schedule.

READING (100 POINTS):

Students will sign a statement that they have completed all required reading assignments **prior to the start of class**. Reading grades will be determined from the self-report reading report form completed using the instructions on the Discussion Forum.

SEXUAL INTEGRATION PAPER (100 POINTS):

Often identified as one of the most valuable parts of this course, this paper is designed to encourage personal growth and integration of Biblical values in sexuality. The specifics of this paper and grading are detailed in the course packet and available on the Discussion Forum

FINAL EXAM (100 POINTS):

The final exam consists of objective questions (multiple choice or True/False) and will be taken online. Students will be provided with the URL for the exams on the Discussion Forum after the class lectures are complete. Students will log into the exam site and complete the exam alone, closed book/notes, within the time provided. Students will receive immediate feedback on their exam grade upon submitting the exam.

Grading Rubric(s)

Provided on the Discussion Forum

Schedule of Deadlines, Readings, & Assignments (Tentative)

Session	Session Topic	Assignments	Due Date
1 1/11	Introduction to the Course Michael Sytsma's Theology Sex in History & Culture	Complete Video Modules VoiceThread Introductions ISW Contact Form	1/19
2 1/19	Person of the Therapist DEC-R Introduction Sexual Dialogue and Slang	Complete Video Modules Dialogue Exercise & Discussion	1/25
3 1/25	Debra Taylor's Theology Sexual Reproductive Anatomy <Video Link- "Life's Greatest Miracle">	Complete Video Modules	
4 2/1	Pregnancy, Hormones, & Menopause Birth Control	Complete Video Modules	
5 2/8	Debby Wade's Theology Sexual Development & Sexual Education	Complete Video Modules Sexual Education VoiceThread	2/15
6 2/15	Models of Sexual Response	Complete Video Modules	
7 2/22	Taking a Sexual History Myths & Attributions	Complete Video Modules Myths & Attributions VoiceThread	3/1
8 3/1	Doug Rosenau's Single Sexuality & Theology Sex & Aging Sex & Medications	Complete Video Modules	
	SPRING	BREAK	
9 3/15	Doug Rosenau's Scriptural Integration Sexually Transmitted Diseases	Complete Video Modules	
10 3/22	Sexual Behaviors & Values Clarification Atypical Sexuality	Complete Video Modules	
11 3/29	Vanessa Snyder's Theology Sexual Trauma Overview	Complete Video Modules	
12 4/5	Jim Childerston's Theology Sexual Addiction	Complete Video Modules	

13 4/12	Gender Differences Sexual Attraction, Orientation, & Identity	Complete Video Modules Autobiography Report Sexual Integration Paper	DUE 4/23
14 4/19	Basic Sex Therapy: DSM 5 Sexual Desire Disorders	Complete Video Modules Reading Report	DUE 4/30 Last Day of Classes
15 4/26	Treating Female Sexual Issues Treating Male Sexual Issues Making Referrals Information on ABCST, ISW, etc.	Complete Video Modules Course Reflection VoiceThread	DUE 4/30 Last Day of Classes
	Final Exam Opens 5/3/21	Final Exam	Due May 7, 2021 at NOON

†Hours listed are less than 30 class hours due to the required participation in the class Discussion Board and the high amount of reading required for this class.

Final Exam Due on Friday, May 7th at NOON

Paper Due on Monday, April 23rd

Reading Report Due on April 30th

Assignments are to be posted to the Sexual Wholeness Discussion board before midnight of the due date. Late assignments will lose 2.5% per day.