CED 6512: Human Sexuality
Fall 2015

Instructors: Doug Rosenau, Ed. D., Michael Sytsma, Ph. D., & Debby Wade, M.A.

Section: 15/16
Room: TBD
Time: October 9th, 10th, & 11th

Phone:
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Office: Professors can be reached for questions through the Sexual Wholeness Discussion Board

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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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. 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. Students are also strongly encouraged to pursue their own individual therapy while in the program.

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.

### 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. |
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<tr>
<td>Deadlines</td>
<td>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.</td>
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<td>Writing Style</td>
<td>All papers written at Richmont are to conform to the most recent edition of the <em>Publication Manual of the American Psychological Association</em> 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.</td>
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<tr>
<td>CAMS</td>
<td>The CAMS Student Portal has four primary purposes in Richmont 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 Richmont’s learning experience.</td>
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It is at the professor’s discretion to use in CAMS in any Richmont 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 Richmont email address, in order to ensure timely receipt of messages and course information from the instructor.

### Student with Disabilities Statement

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation.

### Academic Continuity

In the event of weather or other emergency situation, Richmont may temporarily suspend normal operations. During this time, Richmont may deliver communication regarding courses, etc. using CAMS and/or students’ Richmont 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 Richmont 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 Performance

Richmont students are expected to maintain the highest standards of scholarship with a cumulative grade-point average of 3.0 (B). Any student whose cumulative grade-point average falls below 3.0 during a given semester will receive a letter of scholastic warning from the Records Office. Students who receive a term GPA of less than 3.0 in two successive semesters will be subject to dismissal. A student dismissed for failure to maintain a 3.0 GPA may reapply after one year and must meet full admission criteria for the master’s program at the time of re-application, in addition to any requirements stipulated at the time of dismissal.

### Academic Integrity

A high standard of personal integrity is expected of all students. Copying another person’s work, submitting downloaded material without proper references, submitting material without properly citing the source, and submitting the same material for credit in more than one course is prohibited. Although anything cited in three sources is considered public domain, we require that all sources be cited. Such forms of dishonesty are strictly forbidden. **Any infraction of these standards, intentional or unintentional, is taken very seriously.**
Consequences may include completing an additional assignment, receiving a zero for the assignment and, in some cases, failing the class. Infractions of the academic integrity standard, intentional or unintentional, are presented at the Student Qualifying Evaluations. See the graduate catalog for a full description of policies on academic integrity, writing and research standards, class attendance, and other procedures and policies.

In keeping with biblical principles, and the desire to exemplify excellence in scholarship, Richmont students are held to the highest standards of academic integrity. Students are to be diligent regarding citations of the words and concepts of other authors. To ensure electronic security, Richmont prohibits the sharing of passwords. Additionally, all students and faculty must take precautions against others obtaining access to their university computer accounts. All instances of academic dishonesty are reported to the Academic Dean. No assignment, in whole or in part, that has been completed for another class at Richmont or at any other institution, is to be submitted in another class. Students who wish to build upon prior research or study are to ask the instructor to what degree previous work may be used in the class.

Student Course Evaluation:

Students have the opportunity to provide feedback to their course instructor and to Richmont 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
Provides a basic introduction course to counseling for sexual issues. Students are introduced to a theology of sexuality, a basic model of addressing sexual issues in counseling, basics of sexual biology and psychology, sexual development, sexual dysfunction, and basic intervention techniques for sexual problems. Students are also challenged in their own growth and development in sexuality. Human Sexuality CED 6512 is the foundational course for the Institute for Sexual Wholeness. It is a required introductory course before students are allowed to register for any of the three intermediate courses or four advanced courses. [http://sexualwholeness.com/isw](http://sexualwholeness.com/isw). The course meets requirements for Richmont programs requiring a course in sexuality. It is a required course for students pursuing the sex therapy specialization at Richmont. Additionally, CED 6512 meets half of the educational requirements for certification as a Clinical Sexual Addiction Specialist through the American Association of Christian Counselors. [http://www.bcppc.net/addictions.php](http://www.bcppc.net/addictions.php). Students receive 2 hours of graduate credit for this course through Richmont Graduate University.

Student Learning Outcomes & Course Objectives

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<tr>
<th>Student Learning Outcomes &amp; Course Objectives</th>
<th>Assessment Methodology</th>
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<tr>
<td>1. Assist students in understanding human sexuality issues (gender, sexual functioning, and sexual orientation) and their impact on family and couple functioning.</td>
<td>MCFC Comprehensive Exam Final Exam</td>
</tr>
<tr>
<td>2. 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.</td>
<td>Integration Paper</td>
</tr>
<tr>
<td>3. 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.</td>
<td>Integration Paper Final Exam</td>
</tr>
<tr>
<td>4. 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.</td>
<td>Final Exam</td>
</tr>
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Required Course Materials
NOTE: Some of the reading for this course does not come from a Christian perspective and is, at times, contrary to the statement of belief of Richmont and the Institute for Sexual Wholeness. This reading is required because it is representative of the thought in the field of sex therapy, sexology and trauma therapy. Time will be spent in the class discussing the reading and attempting to integrate it with a Biblical perspective that is in line with the stated theology of
Required Texts:


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.

Brinkmann, S. (2004). *The Kinsey Corruption: An exposé on the most influential “scientist” of our time*. West Chester, PA: Ascension Press.  (Note: Just the Q & A section is required reading. The whole book is recommended.)


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 Board. 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.

Recommended Readings & References

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 Graduate University Grade Scale

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>40</td>
<td>10 %</td>
</tr>
<tr>
<td>Reading</td>
<td>120</td>
<td>30 %</td>
</tr>
<tr>
<td>Sexual Integration Paper</td>
<td>160</td>
<td>40 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>80</td>
<td>20 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>400 pts</td>
<td>100%</td>
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Class Readings (10%)

a) Students are also responsible for registering for the Sexual Wholeness Discussion Board before the weekend of class. (Failure to do so will result in a 10% grade reduction in class participation for each day not registered.) Go to http://sexualwholeness.com and click on “Register” in the upper right. Follow the instructions online.

b) Students are responsible for discussions in the “6512: Human Sexuality: A Therapeutic Integration” forum and the “General Course Questions” forum on the Discussion Board. Additionally, students must spend at least 4 hours reading through topical discussions (ideally after the class). You are to familiarize yourself with the Discussion Board and to provide at least one meaningful contribution (not just “I agree” but personal thought and input) to an active discussion in the class forum of the Discussion Board (posting should happen after the lecture weekend).
<table>
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<tr>
<th>Class Attendance (10%)</th>
<th>Attendance is crucial, not just for the content, but to get the value of different professors and viewpoints. Students will loose 3% of total grade for each hour of class missed.</th>
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<tr>
<td>Reading (30%)</td>
<td>Students are expected to have completed reading assignments before coming to class. Reading assignments will be evaluated by self-report. The percentage of reading completed will determine the grade. Students report amount read, amount heavily skimmed, amount lightly skimmed, and amount skipped.</td>
</tr>
<tr>
<td>Sexual Integration Paper (40%)</td>
<td>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 course web page.</td>
</tr>
<tr>
<td>Final Exam (20%)</td>
<td>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 Board 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.</td>
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**Class Schedule**

- **Friday, October 9th** - 9:00 am – 7:00 pm
- **Saturday, October 10th** - 9:00 am – 7:00 pm
- **Sunday, October 11th** - 8:00 am – 4:00 pm

†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.

**Paper Due November 15th**

**Final Exam Due on November 1st**

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.
Dr. Doug Rosenau is a Licensed Psychologist, Marriage & Family Therapist, and Diplomat of the American Board of Sexology (ABS). Another 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 Richmont 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 Executive Director of the Christian organization Sexual Wholeness, Inc., he has helped to create the Institute for Sexual Wholeness that trains Christian sex therapists and educators.

Dr. Michael Sytsma is a Licensed Professional Counselor in the state of Georgia, a Certified Sex Therapist, and a Certified Sexual Addictions Specialist (Trainer level). He is also an ordained minister with The Wesleyan Church and has served as a staff pastor for churches with attendance from 30 to over 1000. He is currently appointed to Building Intimate Marriages, Inc. by The Wesleyan Church. Michael received his BS in Christian Ministry from Indiana Wesleyan University, an MS in Community Counseling from Georgia State University, and a diploma in Christian counseling from Psychological Studies Institute. Michael also has a Ph.D. from the University of Georgia in Child and Family Development / Marriage and Family Therapy where he specialized in marital sexual therapy. His dissertation was on "Sexual Desire Discrepancy in Married Couples". Michael is a co-founder of Sexual Wholeness, Inc.

Debby Wade, MA is a Licensed Professional Counselor, Licensed Marriage and Family Therapist and Certified Sex Therapist in Grapevine, Texas. Since receiving her M.A. degree from Hardin-Simmons University in Marriage and Family Therapy, she has worked in both inpatient and outpatient treatment settings. She founded Authentic Christian Therapeutic (ACT) Solutions to aid in the emotional and spiritual growth of individuals, couples and families. Debby is a presenter for public and professional organizations. She speaks on various topics including: communication, marriage, issues relating to children and adolescents, and mental health issues. At ACTSolutions, she works with adults, adolescents, couples and families, and offers play therapy for children. She also leads women's groups exploring relational challenges and spiritual issues impacting the lives of women.

Class Location

Class location may change. Students must register for the Discussion Board (see course requirements above) and monitor the class forum for last minute changes in class location.

This syllabus is subject to change without notice until the first day of the semester.

Last Updated: 5-21-2014