

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	HUMAN SEXUALITY AND THE THERAPEUTIC RELATIONSHIP COUN 0672
Date and Time	MAY 10 – JUNE 16, 2022 TUESDAYS & THURSDAYS 6:30 PM – 9:20 PM SYNCHRONOUS ONLINE
Instructor	DAVID COLPITTS, PhD, RP Email: dcolpitts@tyndale.ca
Class Information	The classes will be livestreamed on Tuesdays and Thursdays from 6:30 PM – 9:20 PM. Students may participate in online office hours as posted below. Office Hours: Tuesdays & Thursdays 6:15 PM – 6:30 PM or by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Designed to increase one’s personal and professional awareness about the topic of human sexuality. The experience of human sexuality from the biological, theological, personal and relational perspectives is considered. Attention is given to developing skills in sexual assessment and constructing the sexual genogram, understanding common sexual concerns and a therapeutic response. Understanding the interpersonal dynamics of sexuality within the helping relationship itself is also discussed. Students will be encouraged to explore their own sexual history and how it affects their ability to form therapeutic relationships.

This course will also have an interdisciplinary Bio-Psycho-Social research based approach to the study and understanding of sexuality.

Recommended prerequisite: COUN 0574 or equivalent.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Demonstrate theologically informed and scientifically accurate knowledge of human sexuality across the lifespan
2. Recognize their self-awareness regarding personal sexual identity, the evolution and maintenance of personal sexual values, biases and attitudes (e.g., through religious, cultural, familial, and peer influences).
3. Apply and integrate theoretical knowledge with practice techniques when working with clients who present with sexual issues
4. Establish a comfortable and effective therapeutic environment when discussing sexual issues with clients
5. Demonstrate a general understanding of therapeutic responses to common sexual dysfunctions
6. Demonstrate a sensitivity to how dominant cultural narratives can impact identity formation and interpersonal engagement both professionally and personally.

CRPO COMPETENCIES ADDRESSED:

- 1.1.1 Integrate knowledge of human development across the lifespan.
- 1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.
- 1.4 Integrate awareness of self in relation to professional role
 - 1.4.1 Integrate knowledge of the impact of the therapist's self on the therapeutic process.
 - 1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.
 - 1.4.3 Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.
 - 1.4.4 Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.
- 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice

1.5.1 Recognize how oppression, power and social injustice may affect the client and also the therapeutic process. Recognize barriers that may affect access to therapeutic services.

3.1 Comply with legal and professional obligations

3.1.1 Apply knowledge of pertinent federal and provincial legislation.

3.1.2 Apply knowledge of CRPO legislative requirements and relevant professional standards.

4.2 Establish and maintain an effective therapeutic relationship

4.2.1 Employ empathy, respect, and authenticity.

4.2.3 Demonstrate awareness of the impact of the client's context on the therapeutic process.

4.2.5 Assume non-judgmental stance.

4.2.7 Foster client autonomy.

4.3 Apply safe and effective use of self in the therapeutic relationship

4.3.1 Recognize the impact of power dynamics within the therapeutic relationship.

4.3.2 Protect client from imposition of the therapist's personal issues.

5.1 Access and apply a range of relevant professional literature

5.1.1 Access current professional literature relevant to practice area.

5.1.2 Analyze information critically.

5.1.3 Apply knowledge gathered to enhance practice.

5.2 Use research findings to inform clinical practice

III. COURSE REQUIREMENTS

A. REQUIRED READING*

***Due to the short time-line of this course, it is strongly recommended that students do as much reading as possible prior to the first class.**

Texts:

Lehmiller, Justin J. (2018). *The Psychology of Human Sexuality* (2nd ed.). Hoboken, NJ: Wiley Blackwell. ISBN-13: 978-1119164739

Yarhouse, Mark A. (2015). [*Understanding Gender Dysphoria: Navigating Transgender Issues in a Changing Culture*](#). Downers Grove, IL: IVP Press. ISBN-10: 0830828591; ISBN-13: 978-0830828593

Yarhouse, Mark A. (2010). [*Homosexuality and the Christian: A Guide for Parents, Pastors, and Friends*](#). Minneapolis, MN: Bethany House Publishers. ISBN-10: 0764207318; ISBN-13: 978-0764207310

Articles:

To be read by May 24, 2022

Cowan, A. & Ashai, A. (2020). Psychotherapy with Survivors of Sexual Abuse and Assault. *Innovations in Clinical Neuroscience*, 17(1-3): 22-26. (Posted at classes.tyndale.ca)

To be read by May 31, 2022

Gelso, Charles J., Perez-Rojas, Andres E., & Marmarosh, C. (2020). Love and Sexuality in the Therapeutic Relationship. *Journal of Clinical Psychology*, 70(2), 123-134. (Posted at classes.tyndale.ca)

To be read by June 9, 2022

Dean, Janet B., Stratton, Stephen, P. & Yarhouse, Mark A. (2021). The Mediating Role of Self-Acceptance in the Psychological Distress of Sexual Minority Students on Christian College Campuses. *Spirituality in Clinical Practice*, 8(2), 132-148. Posted at classes.tyndale.ca.

To be read by June 14, 2022

Bothe, B. et al. (2021). Why Do People Watch Pornography? The Motivational Basis of Pornography Use. *Psychology of Addictive Behaviors*, 35(2), 172-186. (Posted at classes.tyndale.ca)

Szymanski, Dawn, M. & Stewart-Richardson, Destin N. (2014). Psychological, Relational and Sexual Correlates of Pornography Use On Young Adult Heterosexual Men in Romantic Relationships. *The Journal of Men's Studies*, 22(1), 64-82. (Posted at classes.tyndale.ca)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Balswick, Judith K., & Balswick, Jack O. (2018). *Authentic Human Sexuality: An Integrated Christian Approach* (3rd ed.). Downers Grove, IL: InterVarsity Academic.

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Self-Reflection Paper: Sexuality and Therapy. Due by 11:59 PM on Thursday, May 19, 2022; 20% of final grade

Each student will submit a paper of 2000 words (plus a title page) considering their strengths and weaknesses in regard to sexual issues in therapy. This paper should evaluate how family of origin, culture, faith history, and personal experience might factor into the student’s comfort and competence. Elucidate how you might manage any insecurities or biases in regard to dealing with sexual issues in therapy. Consider how you will create an effective and non-oppressive therapeutic relationship with a client who has a very different value system and experience than your own.

This paper is primarily a self-reflection and not a research assignment. As a self-reflection it will require the student to consider their own personal history, values and experience. In grading, significance will be given to the student’s self-awareness of the impact of ‘self’ on the therapeutic relationship and how their experience, beliefs and value system might enhance or compromise the effectiveness of therapy. References are not required. APA format is required.

This assignment is related to Outcome #1, 2, 4 and 6.

2. Midterm Quiz: Tuesday, May 31, 2022; 25 % of final grade

The midterm quiz will be comprised of multiple choice and short answer questions which will test student’s basic knowledge but also their ability to understand the material conceptually and functionally. It will cover material from chapters 1, 3, 4, 7, 8, 9, 14 and 15 from “The Psychology of Human Sexuality” by Lehmiller. It will also cover class material from lectures one to six inclusive. The quiz will take place during the first half of the regular class time on Tuesday, May 31, 2022.

This assignment is related to Outcome #1, 3 and 5.

3. Final Exam: Thursday, June 16, 2022; 25 % of final grade

The final exam will be comprised of multiple choice and short answer questions which will test student's basic knowledge but also their ability to understand the material conceptually and functionally. The final exam will cover material from chapters 5, 6, 10 and 13 from "The Psychology of Human Sexuality" by Lehmiller as well as all class material since the midterm quiz. It will also cover material from the two books by Yarhouse: *Homosexuality and the Christian* and *Understanding Gender Dysphoria*. Most of the significant concepts from the reading material will also be covered in the class lectures.

This exam is not cumulative i.e. it will not cover material or readings from classes 1 to 6. It will take place during the regular class time on Thursday, June 16, 2022.

This assignment is related to Outcome #1, 3 and 5.

4. Final Essay: Due by 11:59 PM on Thursday, June 30, 2022; 30% of final grade

Each student will submit a 2500 word paper (not including title page and references) on a sexuality issue that one might encounter in therapy. The paper will be an examination of the issue, impact on the individual or couple, possible causes and therapeutic interventions. This paper should include an exploration of the relevant literature on the topic itself i.e. it should demonstrate a knowledge of the relevant scientific literature on the chosen topic not just be a "case study" of a fictitious client.

This paper should be a substantial piece of analysis in response to the issue presented in therapy as having accurate and detailed knowledge of an issue is essential to providing an appropriate therapeutic intervention. Therefore, this paper should not simply report, summarize, or review class materials, but concentrate upon recent scientific knowledge and therapeutic practice. It should demonstrate thoughtful reflection, analysis, and should embody a conceptual argument in which various angles of the questions are explored in fairness and at length. The paper must include a title page, citations, and a reference page. This paper should include a minimum of 10 academic references. APA format is required.

Suggestions for essay topics (this list is not exhaustive):

- Compulsive masturbation and use of pornography
- Infidelity (by either male or female spouse) in a heterosexual married couple
- Sexless marriage/relationship
- Lack of emotional intimacy in a relationship

- A couple who are concerned about the gender non-conforming behaviour of their six year old child (male or female)
- A Christian adolescent who is experiencing distress believing that they might be gay or lesbian
- Other topics with the permission of the instructor

This assignment is related to Outcome #1, 3, 5 and 6.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments. All four assignments must be completed and submitted to obtain a passing grade in this course.

Assignment	Due Date	Percent of final grade
Self-Reflection Paper	May 19	20%
Midterm Quiz	May 31	25%
Final Exam	June 16	25%
Final Essay	June 30	30%
Total Grade		100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

Papers must be submitted by email in a “MS Word” document as an attachment to dcolpitts@tyndale.ca. No documents contained in the cloud will be accepted. No hard copies will be accepted. No pdf documents will be accepted. Each paper must be received by 11:59 PM EST on the due date.

The late penalty is a 10% deduction for the first day or part of a day after the due date and a 1% deduction for each day or part of a day thereafter. With the exception of “extreme and extenuating circumstances”, **no papers will be accepted past one week after the due date.**

Please also be aware that a deduction in grade may also be made for papers that do not meet the word count requirement.

If there are some significant, unusual and unpredictable circumstances which prevent you from getting your assignment in on time, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of this syllabus, specifying the nature of these circumstances and submit it to the instructor by the due date for that assignment. All assignments must be completed and submitted in order to receive a credit in this course.

Please take note that written submitted work must be presented in APA format. Each work submitted must be in a Times New Roman 12 font, 1 inch margins for top, bottom, right and left sides of each page; double spaced text in the body of the paper; single spaced references with a double space between each new reference. Marks may be deducted for the failure to follow appropriate APA formatting. As well, please note that the final paper must include a reference section. The reference section will include only those sources which are cited in the body of the paper. Any source that was researched for the paper but not cited should not appear in the reference section. For further information on APA format please reference: American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Academic Integrity:

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics:

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aaau@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Class	Lecture Content	Readings
1 May 10	Syllabus Review Sexuality: Identity, Culture, and Faith	• Lehmler: Chapter 1
2 May 12	Love, Intimacy, and Attachment	• Lehmler: Chapters 7, 8
3 May 17	Male/Female Sexual Desire, Response	• Lehmler: Chapters 3, 4
4 May 19	Sexual consumerism, sexual ethics, and the law	• Lehmler: Chapter 15
5 May 24	Sexual Abuse/Assault/Recovery	• Cowan, Ashai, & Gentile: "Psychotherapy with Survivors of Sexual Abuse and Assault"
6 May 26	Sexual Behaviours	• Lehmler: Chapters 9, 14
7 May 31	Sexuality and the Therapeutic Relationship	• Gelos, Rojas & Marmarosh: "Love and Sexuality in the Therapeutic Relationship"
8 June 2	Sexual Dysfunction and Sex Therapy Sexuality Through the Lifespan	• Lehmler: Chapters 10, 13
9 June 7	Sexual Orientation	• Lehmler: Chapter 6 • Yarhouse: <i>Homosexuality and the Christian</i>

10 June 9	Gender Dysphoria Transgender/Transexual	<ul style="list-style-type: none"> • Lehmiller: Chapter 5 • Yarhouse: <i>Understanding Gender Dysphoria</i> • Dean, Stratton, & Yarhouse: "The Mediating Role of Self-Acceptance in the Psychological Distress of Sexual Minority Students on Christian College Campuses"
11 June 14	Compulsive Sexual Behaviours Pornography/Masturbation	<ul style="list-style-type: none"> • Bothe et. al.: "Why Do People Watch Pornography? The Motivational Basis of Pornography Use" • Szymanski & Stewart-Richardson: "Psychological, Relational, and Sexual Correlates of Pornography Use on Young Adult Heterosexual Men in Romantic Relationships"
12 June 16	Final Exam	

V. SELECTED BIBLIOGRAPHY

Carnes, Patrick. (2001). *Out of the Shadows: Understanding Sexual Addiction* (3rd ed.). Center City, MN: Hazelden Publishing.

Hyde, Janet Shibley & Delamater, John D. (2011). *Understanding Human Sexuality* (11th ed.). New York, NY: McGraw-Hill.

Lewis, C. S. (2017). *The Four Loves*. San Francisco, CA: HarperOne

Regnerus, Mark. (2017). *Cheap Sex: The Transformation of Men, Marriage and Monogamy*. New York, NY: Oxford University Press.

Yarhouse, Mark A. (2013). *Understanding Sexual Identity: A Resource for Youth Ministry*. Grand Rapids, MI: Zondervan.

Yarhouse, Mark & Sadusky, Julia. (2020). *Emerging Gender Identities: Understanding the Diverse Experience of Today's Youth*. Grand Rapids, MI: Bazos Press

Yarhouse, Mark A. & Tan, Erica S. N. (2014). *Sexuality & Sex Therapy: A Comprehensive Christian Appraisal*. Downers Grove, IL: IVP Academic.