



Course Syllabus Winter 2012

Human Sexuality and the Therapeutic Relationship (COUN 0672)

January 12, 2012 – April 12, 2012
Thursday Mornings 8:30 – 11:45 am

Instructor: The Rev. Dr. Paul D. Scuse
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Course Resource Page: <http://mytyndale.ca>

I. COURSE DESCRIPTION

The course is designed to increase our 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.

Pre-requisite: COUN 0574 or equivalent recommended

II. LEARNING OUTCOMES

1. To acquire theologically informed and scientifically accurate knowledge of human sexuality.
2. To explore our own experiences and values with respect to our own sexuality.
3. To become better equipped to minister to those who are experiencing difficulty resolving issues with respect to their sexuality.

III COURSE REQUIREMENTS

A. REQUIRED TEXTS

Balswick, Judith & Balswick, Jack (2008). [*Authentic Human Sexuality: An Integrated Christian Approach \(second edition\)*](#). InterVarsity Press ISBN 978-0-8308-2883-8

Plus one of the following:

Gill, Margaret (1999) (2nd edition). [*Free to love: Sexuality and Pastoral Care*](#). Eagle Publishing. ISBN 0-86347-310-5

(This book will NOT be available from the Tyndale bookstore. Students wanting this book are encouraged to order it online themselves before the start of class.)

Or

Schnarch, David (1997). [*Passionate Marriage: Sex, Love and Intimacy in emotionally committed relationships*](#). W.W. Norton & Company ISBN. 0-393-04021-6

Or

Hollinger, Dennis P. (2009) [*The meaning of sex: Christian ethics and the moral life*](#). Baker Academic ISBN-10: 0801035716

Or

Grenz, Stanley J. (1997). [*Sexual Ethics: An Evangelical Perspective*](#). Westminster John Knox Press. ISBN 0-664-25750-X

B. ASSIGNMENTS AND GRADING:

Class attendance and participation (10% of Final Grade): Each session will involve some lecture material plus class participation in the form of small group discussion, role-plays, and skill development exercises.

Group presentation (35% of Final Grade): Each student will be a part of a group that will make a one-hour presentation to the class. Topics will be selected by the group (upon approval of the instructor).

Sexual Autobiography (15% of Final Grade): Each student will be required to write a sexual autobiography (of not more than 6 pages). This paper will reflect upon sexual development, attitudes, morals and formative sexual experience from their family of origin and the legacy that these have had in the student's current sexuality. This assignment will be graded solely on a "pass/fail" basis with respect to the insight shown. This assignment will be due by February 9, 2012.

Essay (40% of Final Grade): Each student will write an essay (of not more than 10 pages, excluding title page and bibliography) on a topic related to sexuality and the

human relationship. The essay will include an outline of the relevant issues from a theological, biological and relational context. Topics will be chosen in consultation with the instructor and should relate to a practical area of ministry. This assignment will be due by March 22 2012.

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Deadlines:

The deadlines established for the assignments are set so that careful thought can be given to the merits of each submission and final grades can be submitted in a timely manner. Papers handed in late will receive a one percent deduction per day. With the exception of “extreme and extenuating circumstances”, no papers will be accepted two weeks after the due date.

If there are some unusual circumstances, 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 me directly by the due date for that assignment. If the usual inconveniences of our technological age should visit your home the night before the due date, you will have my sympathy but not an extension.

All assignments must be completed and submitted in order to receive a credit in this course.

Students should 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. The Academic Calendar is posted at <http://www.tyndale.ca/registrar/calendar/>. An excerpt is attached with this syllabus for easy reference.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Class attendance, participation & reading:	10%
Group presentation:	35%
Sexual Autobiography:	15% ("pass/fail")
Essay:	40%
Total Grade	100%

IV. COURSE SCHEDULE

General course introduction

Sexuality through the ages: a history and theology of sexuality and its impact upon us today.

Family Systems Theory and Sexuality

How we learned what we learned in our family of origin

Sexual history taking

Anatomy and physiology of the human sexual response

Male Sexual issues and treatment

Female sexual issue and treatment

Homosexuality

Integrating marital and sexual therapy

Sexual addictions - including pornography and cybersex

Recovery from sexual abuse and the effects upon the relationship

Boundaries between care giver and care seeker: preventing sexual abuse

Sexual affairs and their effect upon the relationship

Enhancing the marital sexual relationship

Class Presentations

READING & PARTICIPATION REPORT

NAME: (please print) _____ Mail Box: _____
(Last Name) (First Name)

Please indicate proficiency with the required readings for this course by circling the appropriate number according to the following scale:

- 1. I didn't read the text
- 2. I read parts of the text
- 3. I read most of the text
- 4. I read and understood most of the text
- 5. I read the text and feel confident in being able to apply what I read.

Authentic Human Sexuality: An Integrated Christian Approach 1 2 3 4 5

Sexuality and Pastoral Care 1 2 3 4 5

Passionate Marriage: Sex, Love and Intimacy in emotionally committed relationships 1 2 3 4 5

The meaning of sex: Christian ethics and the moral life. 1 2 3 4 5

Sexual Ethics: An Evangelical Perspective 1 2 3 4 5

MY SELF ASSIGNED MARK FOR THE READING REQUIREMENTS FOR THIS COURSE OUT A POSSIBLE 5 POINTS IS: _____ POINTS

Class Participation:

- 1. I missed several classes
- 2. I attended but hardly ever participated
- 3. I participated from time to time
- 4. I participated regularly
- 5. I made significant contributions to the class

MY SELF ASSIGNED MARK FOR THE PARTICIPATION REQUIREMENTS FOR THIS COURSE OUT A POSSIBLE 5 POINTS IS: _____ POINTS



Academic Policy Attachment to All Syllabi

The Academic Policies of Tyndale Seminary are outlined in the Academic Calendar, available on the Tyndale Website: <http://www.tyndale.ca/registrar/calendar/2010-2012>. Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the Academic Calendar are the standards to which students will be held.

1. Attendance Policy
2. Policy on Gender Inclusive Language
3. Policy on Academic Honesty
4. Guidelines for Written Work
5. Academic Grading System
6. Policy on Late Papers and Extensions
7. Application for an Extension Due to Extreme Circumstances

Attendance Policy

- 1) Three or more unexcused absences from a Fall or Winter semester course will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 2) An unexcused absence of one day or more of any course taught in an intensive format (e.g., Intersession, Spring/Summer School) will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 3) As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving on class on time, and returning from class breaks on time. Students who manifest disrespect for the classroom evidenced by chronic lateness or failure to return from break, will be considered in breach of the attendance policy and may be referred to the Dean of Students.
- 4) If a student knows in advance that he/she will miss a class, the student is obligated to notify the Professor prior to that class.
- 5) Faculty members are under no obligation to provide handouts or other classroom materials to those students who are absent from class.

Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. **Students are responsible for reading and adhering the full policy on academic honesty as found in the Seminary Academic Calendar.**

- 1) Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.

- 2) The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.
- 3) Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.
- 4) The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

Consequences of Academic Dishonesty

If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the Academic Calendar.

Guidelines for Written Work

- 1) The following information must be included on the title page of all assignments: your full name, student ID, your MAILBOX NUMBER, course title, title of the paper, name of the professor, and date submitted.
- 2) All papers should be characterized by the following:
 - *Accuracy* (Is what I say correct? Is it true to the case?)
 - *Comprehensiveness* (Have I covered all the points that need to be covered?)
 - *Clarity in structure* (Is there a self-evident and meaningful order to the paper?)
 - *Clarity in content* (Will the reader correctly understand what I have tried to say?)
 - *Specificity* (Have I moved beyond generalities and made specific statements?)
 - *Thorough and accurate documentation* (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?)
- 3) Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized style manual (e.g., *The Chicago Manual of Style*, the *Turabian Manual for Writers of Term Papers, Theses, and Dissertation*, *The SBL Handbook of Style*, *The Publication Manual of the American Psychological Association*). The course instructor will advise students as to the preferred academic style format for the course.
- 4) All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the Academic Calendar.
- 5) Graded papers will normally be returned in class. In some circumstances they will be returned to your student mailbox. Students who are not returning to Tyndale and would like the paper returned by post must include a self-addressed envelope with sufficient Canadian postage. Unclaimed papers will be held in the Seminary Office for 6 months, then destroyed.
- 6) All students are required to keep a back-up copy of their papers.
- 7) Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed and may be required to take the *English for Academic Purposes* course in conjunction with current courses.
- 8) Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

Academic Grading System

The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

Policy on Late Papers and Extensions

All papers and course assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late papers in the course outline, grades for papers submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Students who have not completed course requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.

Faculty may grant an extension only up until the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar and will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays and technology related difficulties or malfunctions are all insufficient grounds for requesting an extension.

Application for an Extension Due to Extreme Circumstances

Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar's office or online at www.tyndale.ca/registrar

Student Medical Certificate

Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar's office or online at www.tyndale.ca/registrar