



WINEBRENNER
THEOLOGICAL SEMINARY

“Winebrenner equips leaders for service in God’s Kingdom.”

Term:

Course: CC 6300: Human Sexuality and Clinical Counseling

Instructor:

Phone:

Email:

Office/Contact Hours:

MAACC Syllabus

COURSE DESCRIPTION

This course provides students with a model for addressing sexual issues in counseling. Students learn the basics of sexual biology, psychology, and sexual development. Sexual dysfunction and intervention techniques are addressed. Students also explore sexuality from a theological perspective and are challenged to pursue their own personal wholeness in the area of sexuality. (3 credit hours)

COURSE OBJECTIVES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling programs. At the conclusion of this course, the successful student will be able to:

1. Understand and articulate the role of religion and spirituality in clients’ and counselors’ psychological functioning **(3.B.11)**
 - Assessment occurs through class discussions, discussion board posts, and the Sexual Integration Paper: II. Part Two: A Personal Theology of Sex.
2. Identify and discuss theories and neurobiological etiology of addictions **(3.C.5)**
 - Assessment occurs through class discussion and reflection paper.
3. Recognize structures for affective relationships, bonds, couples, marriages, and families **(3.C.6)**
 - Assessment occurs through class discussion and discussion board posts, and Sexual Integration Paper.

4. Recognize the role of sexual development and sexuality related to overall wellness **(3.C.9)**
 - Assessment occurs through class discussion, discussion board posts, and Sexual Integration Paper.
5. Understand biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness **(3.C.10)**
 - Assessment occurs through class discussion, reflection paper, and Sexual Integration Paper.
6. Identify and discuss systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness **(3.C.11)**
 - Assessment occurs through class discussion, discussion board posts, and Sexual Integration Paper.
7. Recognize the effects of crises, disasters, stress, grief, and trauma across the lifespan **(3.C.13)**
 - Assessment occurs through class discussion, discussion board posts, reflection paper, and Sexual Integration Paper.
8. Understand and discuss crisis intervention, trauma-informed, community-based, and disaster mental health strategies **(3.E.20)**
 - Assessment occurs through class discussion.
9. Identify the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders **(5.C.1)**
 - Assessment occurs through classroom discussions, discussion board post, and reflection paper.

REQUIRED TEXTBOOKS

Balswick, J. K., & Balswick, J. O. (2019). *Authentic human sexuality: An integrated Christian approach* (3rd ed.). Intervarsity Press.

Hyde, J. S. (2023). *Understanding human sexuality*, (15th ed.). McGraw Hill.

Laaser, M. R. (2004). *Healing the wounds of sexual addictions*. Zondervan.

For MACC students only—official writing style is APA format:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Additional required reading available on Populi.

METHODOLOGY

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, multimedia, role-plays, discussion boards, and in-class and out of class assignments to develop critical thinking skills. Class will meet online at regular intervals utilizing MS Teams.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Calculation of grade will be based on the following: Instructor: this kind of list is optional.

Participation:	20 pts.
Sexual Integration Paper:	40 pts.
Reflection Assignment	20 pts.
Discussion Board Posts:	20 pts.
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TOTAL =	100 pts.

Participation grades are 20% of the total course grade and may include class engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online).

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, 7th edition.

ASSIGNMENTS

1. **Participation (Professional Behavior)** – A portion of your grade will depend upon your level of participation during class each week. This means arriving to class on time, staying for the duration of class, and remaining focused during the allotted class time. This also means being prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Spontaneous assessments may be given to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
2. **Discussion Board Posts** – For this graded collaborative discussion board, the student will be required to create a thread in response to the provided prompt for each forum. Each thread must demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 1 classmate's thread. Each initial post must cite at least 1 source. These discussion board activities are designed to allow the student to discuss, articulate, analyze, and integrate the various aspects of human sexuality issues related to clinical counseling. Deadlines for initial and response posts will be provided by the instructor.
3. **Sexual Integration Paper (KPI 6)** – This paper, designed for your growth and healing, will only be helpful if you are willing to be courageously open in exploring your sexual self. Your confidentiality will be carefully guarded.
 - I. **Part One: An Autobiography (8-10 pages)**

Consider your own sexual history. Start with your earliest sexual memory and develop specific, key experiences and situations that shaped who you are as a sexual person. As you develop your sexual history, relate which events you have struggled with, and wish could have occurred differently. The following questions are provided to help you begin thinking about what you need to write.

 - a) What people, relationships and influences helped shape your attitudes/values about your body, masculinity/femininity and sex at various points of your development (elementary, high school, etc.).

- b) Can you remember specific messages or incidents that created some of your attitudes, values and priorities?
- c) How was sexuality handled in your family of origin?
- d) What incidents brought insight and growth?
- e) Is there unfinished business that may need healing or further growth? (20 pts.)

II. Part Two: A Personal Theology of Sex (6-8 pages)

Briefly develop your own theology of sex. Develop this theology however you wish. The following questions may be helpful in providing a guide for your thoughts.

- a) What Scriptural concepts would you select to teach someone about God's design for sex and sexual intimacy from your perspective?
- b) What sexual things are "off limits" for you? Why have you decided these things are unacceptable for you? Are they black/white (everyone must hold this value) or gray (might be ok for some Christians)? What boundaries do you keep in place to protect you from these things?
- c) What sexual sin are you most vulnerable to? Under what circumstance would you be most likely to fall? What is your next most vulnerable area? What could you do to make yourself less vulnerable and protect yourself?
- d) Briefly describe what a sexually whole person would be like. How do you measure up to this ideal?
- e) What do you need to do (that you are not currently doing) to achieve greater sexual wholeness? (20 pts.)

4. **Reflection Paper** – Students will write a reflection paper in response to reading the *Healing the wounds of sexual addictions* text. See grading rubric and instructions provided in the assignment link.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Readings/Assignments
1	Course Overview Introducing Human Sexuality and Clinical Counseling	Balswick – 1 Laaser – 1 & 2 Hyde – 1
2	Human Sexuality in Context	Balswick – 2 Laaser– 3 & 4 Hyde – 2 & 3
3	Developmental Sexuality and Identity Formation	Balswick – 3 & 4 Laaser – 5, 6 & 7 Hyde – 4 & 5
4	Toward an Integrated Theology of Sex	Balswick – 5 Laaser – 8 & 9 Hyde – 6 & 7
5	Perspectives on Authentic Sexuality	Balswick – 6 & 7 Laaser – 10 & 11 Hyde – 8, 9 & 10
6	Sexuality in Relationships	Balswick – 8 & 9 Laaser – 12 & 13 Hyde – 11 Healing Wounds Reflection Paper Due
7	Perspectives on Inauthentic Sexuality	Balswick – 10 Hyde – 12
8	Treating Sexual Trauma	Balswick – 11 Hyde – 13
9	Sexual Abuse	Balswick – 12 Hyde – 14
10	Rape and Sexual Violence	Balswick – 13 Hyde – 15 & 16
11	Pornography	Balswick – 14 & 15 Hyde - 17
12	Sex Addiction	Balswick – 16 Hyde – 18, 19 & 20 Sexual Integration Paper (pts. 1 & 2) Due

WEBSITES

American Counseling Association (ACA)

<http://www.counseling.org/>

Association for Spiritual, Ethical, & Religious Values in Counseling

<https://aservic.org/spiritual-and-religious-competencies/>

Christian Association for Psychological Studies (CAPS)

<https://www.caps.net/>

Ohio Counseling Association (OCA)

<http://www.ohiocounseling.org/>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board

<https://www.cswmft.ohio.gov/>

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.

- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take

appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iames if you have any questions or concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 01/01/2026