



WAYLAND
BAPTIST UNIVERSITY
WAYLAND BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
Virtual Campus

Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section: CNSL 5319 - Human Sexuality: Assessment and Treatment Issues

Term: Winter 2017 (November 11, 2019 – February 15, 2020)

Holidays: November 25-29; December 23-January 3, January 20)

Instructor: Leilani Ahina, PsyD

Adjunct Professor with the Virtual Campus and the Hawaii Campus

Office Phone Number and WBU Email Address:

Call or Text :(808) 220-0141

Email: leilani.ahina@wayland.wbu.edu

Catalog Description: An exploration of the many aspects of human sexuality including historical traditions, gender and sexual identity, anatomy and physiology, arousal and responsiveness, STDs and wellness issues, love and affection, infertility and pregnancy, and sexuality throughout the lifespan; particular emphasis on clinical assessment, diagnosis, and treatment of the various paraphilias and sexual disorders as well as counseling issues associated with sexual abuse.

There is no prerequisite for this course

Required Textbook(s) and/or Required Material(s):

| TITLE | AUTHOR | PUBLISHER | ED | YEAR | ISBN# |
|---|-----------------------|-----------|--------------------|------|------------------|
| Sexuality Counseling: Theory, Research and Practice | Murray, Pope & Willis | Sage | (1 st) | 2017 | 9789781483343723 |

Course Outcome Competencies: Upon completion of this course, students will be able to:

- Identify trends and changes in the past and present that influenced sexual attitudes and values in the United States and be aware of how some of these values differ from those in other cultures,
- Identify various parts of sexual anatomy and be aware of how these parts function.
- Describe the various sexual diseases and dysfunctions, how their risk can be minimized, and how they can be dealt with if they occur,
- Describe the reasons for, and the effects of, commercial sex (prostitution and pornography),
- Describe the causes of sexual assault, how to minimize the probability of such assault, and what to do after an assault has occurred,
- Describe the changes that occur in a woman during pregnancy and birth and how these changes affect her interactions with others.

Attendance Requirements:Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Instructor's Statement on Plagiarism and Academic Dishonesty: I take academic dishonesty seriously. Plagiarism or submitting someone else's work as your own may result in a grade of 0 for the assignment or a grade of F in the course, at the instructor's discretion. Sources should always be cited, even when direct quotes are not taken from the material. When direct quotations are used, they should not account for more than 20% of assignment.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

DISCLAIMER:

This is a Human Sexuality course specifically designed for mature adult college students. Sexually explicit lecture language & topics, films, slides, and other teaching materials may be used throughout the semester. We may discuss issues that you may find embarrassing, uncomfortable, and even "inappropriate". To remain in and pass this class, you must be tolerant and respectful of others and maintain a mature and professional manner at all times. If you are extremely upset by, or made very uncomfortable by sexually explicit language or visual media depictions of human sexual behavior, please let me know. Additionally, you may wish to reconsider whether you really want to take this class.

Course Requirements and Grading Criteria:

CLASSROOM ACTIVITIES

The following methods will be utilized in the online class to facilitate students understanding:

- 1) PowerPoint and video lectures to review material and highlight important points
- 2) Activities, self-reflection and assignments via Blackboard discussion threads to explore course topics in greater depth
- 3) Objective tests to demonstrate understanding of the material
- 4) Video analysis report to apply course concepts in new ways with deeper understanding
- 5) A final project of your choice, to delve deeper into an area of human sexuality.

Course Requirements and Method for Determining Course Grade:

REQUIRED Discussion Boards: (50% of final grade)

Students should complete the assigned reading and review of the course notes/powerpoints prior to any online discussion boards so that they can participate fully in class discussions as well as ask and answer questions intelligently. Discussion threads are organized by week, and each week you will need to be involved by posting and responding to threads. Specifically, the minimum expectations for involvement in discussion board posts are:

- **An initial response** to every thread prompt that I post (Weeks 1, 3, 5, & 7)
- **Responses to two classmates' posts for each thread.**
- **A reply** to every comment made to your original post.

I will read every exchange in the discussion forum and keep track of your participation, evidence that you completed the reading and reviewed the PowerPoint lectures, your effort and depth of thought. It is not acceptable to merely comment with praise ("I agree" or "Good comments") or to ask questions on basic content (for example, for basic definition of terms). It is my expectation that you have a reasonable grasp of the material because you completed the reading and reviewed the PowerPoint lecture notes. As this is an advanced college class, I expect the discussion to show evidence of your critical thinking skills that transcends basic comprehension of the subject matter. Your posts should demonstrate your analyzing, evaluating, synthesizing, comparing and applying information.

Comments should always be respectful of other points of view and be communicated in a professional manner. We can agree to disagree.

REQUIRED Video Analysis Report of Sexual Health: (20% of final grade)

This assignment will enable you to critically analyze the sexual health of a fictional character in popular culture – television, films or literature.

To complete this assignment, you will need to refer to these two resources that are posted in Blackboard:

- “Life Behaviors of a Sexually Healthy Adult” and
- “Sexual Health in Prime Time”

For this assignment, you will need to:

1. Select a fictional TV, movie, or literary character that will serve as a case study to analyze his or her sexual health, based on the criteria indicated on the two handouts. Watch the movie.
2. Complete the checklist “Sexual Health in Prime Time” for your character.
3. Write a 5-page paper, elaborating on the criteria in the handouts as it pertains to your character. Address at least one aspect of each of the six areas covered in the "Sexual Health in Prime Time" checklist, as well as at least one aspect of each of the 6 areas in the "Life Behaviors of a Sexually Healthy Adult" handout

Remember to submit the completed checklists with your paper.

These are movies I suggest for this assignment. You are welcome to analyze a character from another movie or TV show, with your professor's approval. Most are available to rent on Amazon Video for \$2.99. (Summary information from imbd.com):

Boys Don't Cry (1999). The story of the life of Brandon Teena, a transgendered teen who preferred life in a male identity until it was discovered he was born biologically female. Rated R.

Breaking the Waves (1996) Oilman Jan is paralyzed in an accident. His wife, who prayed for his return, feels guilty; even more, when Jan urges her to have sex with another. Rated R.

Choke (2008) A sex-addicted con-man pays for his mother's hospital bills by playing on the sympathies of those who rescue him from choking to death. Rated R.

Closer (2004) The relationships of two couples become complicated and deceitful when the man from one couple meets the woman of the other. Rated R

Crazy, Stupid, Love (2011) A middle-aged husband's life changes dramatically when his wife asks him for a divorce. He seeks to rediscover his manhood with the help of a newfound friend, Jacob, learning to pick up girls at bars. Rated PG-13.

Disclosure (1994). A computer specialist is sued for sexual harassment by a former lover turned boss who initiated the act forcefully, which threatens both his career and his personal life. Rated R.

Kinsey (2004). A look at the life of Alfred Kinsey, a pioneer in the area of human sexuality research, whose 1948 publication "Sexual Behavior in the Human Male" was one of the first recorded works that saw science address sexual behavior. Rated R.

Last Tango in Paris (1972) A young Parisian woman meets a middle-aged American businessman who demands their clandestine relationship be based only on sex. Rated NC-17.

Lost In Translation (2003). A faded movie star and a neglected young wife form an unlikely bond after crossing paths in Tokyo. Rated R.

Monster (2003). Based on the life of Aileen Wuornos, a Daytona Beach prostitute who became a serial killer. Rated R.

Secretary (2002) A young woman, recently released from a mental hospital, gets a job as a secretary to a demanding lawyer, where their employer-employee relationship turns into a sexual, sadomasochistic one. Rated R.

Sixteen Candles (1984) A young girl's "sweet sixteenth" birthday becomes anything but special as she suffers from every embarrassment possible. Rated PG.

Shame (2011) In New York City, Brandon's carefully cultivated private life -- which allows him to indulge his sexual addiction -- is disrupted when his sister arrives unannounced for an indefinite stay. Rated NC-17.

Stealing Beauty. (1996) After her mother commits suicide, nineteen year old Lucy Harmon travels to Italy to have her picture painted. However, she has other reasons for wanting to go. Rated

Thanks for Sharing (2012) A romantic comedy that brings together three disparate characters who are learning to face a challenging and often confusing world as they struggle together against a common demon: sex addiction. Rated R.

The End of the Affair (1999) On a rainy London night in 1946, novelist Maurice Bendrix has a chance meeting with Henry Miles, husband of his ex-mistress Sarah, who abruptly ended their affair two years before. Bendrix's obsession with Sarah is rekindled; he succumbs to his own jealousy and arranges to have her followed.

The Crying Game (1992). A British soldier is kidnapped by IRA terrorists. He befriends one of his captors, who is drawn into the soldier's world. Rated R.

The Piano (1993). A mute woman along with her young daughter, and her prized piano, are sent to 1850s New Zealand for an arranged marriage to a wealthy landowner, and she's soon lusted after by a local worker on the plantation. Rated R.

The Sessions (2012) A man in an iron lung who wishes to lose his virginity contacts a professional sex surrogate with the help of his therapist and priest. Rated R.

REQUIRED - YOUR CHOICE OF A FINAL PROJECT (30% of final grade)

The final project is an opportunity for you to delve deeper into specific areas of human sexuality of interest to you and of relevance to counseling.

Option 1: Instructional Video

Create a video lesson (5-7 minutes) that reviews the important concept, issue or topics from an approved topic (contact your professor for approval). You should cite relevant information from the textbook and from this resource, but also show evidence of external research from 2 credible sources. This research could reflect relevant theories, research studies, therapy methods, or education programs. Include examples to illustrate your understanding (and to keep it interesting!).

You do not need to cover every term, concept, definition, etc. that is relevant to your topic. Hit the highlights or focus in on your areas of personal interest. Videos should be factual and not heavily loaded with your opinion. Teach us, point out any controversies, and let us form our own opinion.

Your video should have appropriate (PG-13 at the highest) visuals and audio narration. Include your references on the last slide.

Technology hints:

- Screencastomatic.com is an excellent (and free) tool that you can use to record your computer screen and your voice-over using your computer's microphone. You can create a slideshow using Prezi, or Keynote, and as you play this presentation, record your audio.
- Slideshare.net is another free tool to create a slideshow with voiceover.

Option 2: Sexual Self-Analysis

Writing your Sexual Self-Analysis is an unusual assignment that students in Human Sexuality courses have consistently rated the most helpful and important exercise they have ever done. This exercise gives you the opportunity to look at your growth as a sexual person from your childhood to the present. For most students, this is the first time that they have written about their lives from this standpoint. Although it is often difficult to begin, it is usually more difficult to stop once you have started writing! The important point about this paper is for you to be as honest as you can with yourself about your life, both past and present. Being honest with yourself is crucial to making the time you put into this exercise worthwhile. Remember, you are the one who will benefit from writing your self-analysis. Feel free to write whatever you think has affected the way you have developed as a sexual person. This assignment is CONFIDENTIAL, read only by the professor.

TO BEGIN, Think about specific things that you want to examine about yourself. You can choose from the list of questions below, or decide on your own questions. Be sure to include these questions, in bulleted form, in the beginning of your paper, and begin by talking about why you selected these questions. It is ok if you go

on to examine other questions, too, as you may find that thinking about one question triggers thoughts about another.

Be sure to DESCRIBE important events (what, when etc. NO NAMES!) and then ANALYZE these events -- try to figure out why these experiences happened, what their meaning was for you then and is for you now, your emotional responses (why, and how you feel). Your FEELINGS are very personal; here is a place where you can explore those feelings without being judged by anyone. Your feelings are neither good nor bad in and of themselves. They are your feelings and that makes them valid and worth exploring.

The following questions may be helpful in getting you thinking about what topics you want to examine in your Sexual Self-Analysis. You can pick and choose which questions you want to deal with, and which questions will give you better insight into yourself. Add your own questions if you like. You may also use the "Life Skills of a Sexually Healthy Adult" handout to help you examine various aspects of your own sexuality. Remember to list the questions you want to begin exploring in the beginning of your analysis, and to begin by discussing why you selected these questions.

- Who and what were the most important childhood influences for your sexual development (include parents, brothers and sisters, peers, relatives, religion, etc.)?
- What were the most important sexual/relationship events that happened to you between ages 5 and 12, between 13 and 18, since you started college?
- How did/do your parent(s) relate to you and/or their sexual partner? What kind of image did they give of love, of sex?
- Was their marriage/relationship based on utility, practicality, routine, conflict, or real love? 12
- Was their relationship an equal partnership, or did one dominate the relationship?
- How did they settle quarrels? How does this affect the way you settle differences in your relationships?
- How did your parents settle their differences with you? How did your parents handle it when you rebelled?
- If your parents are divorced, how did this experience affect you?
- If you have a stepparent, how would you describe the new relationship?
- How did your parents treat you emotionally and physically?
- How was affection expressed in your family? How does this affect you now?
- What kind of relationship did/do you have with your brothers and sisters? As a child? As a teenager? Today?
- Has it made a difference because you were a girl, or boy, the oldest, middle or youngest? Has this brought any special rewards or strains?
- How did you learn about sex, about sexuality? From whom? How old were you? How accurate was the information? How did you feel about it at the time? Today?
 - What were your early childhood experiences with sexuality (playing "doctor" or other games, rap sessions with peers, and experimentation)?
 - What were your experiences, as an adolescent, with masturbation, with first menstruation, or first wet dreams? What kind of message, verbal and non-verbal, did you get from your family about these experiences?
 - How was nudity treated in your family?
 - What kind of sexual experiences did you have in high school, in college (masturbation, nudity, dating, sexual intimacy)? How have they affected you in the long term?
 - How have your sexual relationships with others affected you?
 - What have you learned from intimacy with others that has helped you understand your own sexuality better?
- Describe the sexual/relationship points of your life, from childhood memories to the present. How have these experiences contributed to your present frame of reference?
- Was there any sexually traumatic experience you've kept hidden and not discussed with anyone? Can you write about this now, knowing no one will see what you write unless you decide to share it with him or her? If you start writing about a traumatic experience, you may find it brings considerable relief just to see the words on paper. You may decide, after breaking the ice, that you want to work this event through so you can put it behind you.

- Do you consider yourself a sexual rebel, conformist, optimist, skeptic, liberal, conservative, or anything else?
- Do you think you understand your sexual self as well as you would like? Explain.
- Do you know sexual/relationship goals in life? Explain.
- Do you know sexual/relationship values? Strengths and shortcomings? Fears? Needs? Likes and dislikes? Explain.

You may want to conclude your Sexual Self-Analysis with a look ahead into your sexual/relationship hopes/plans for the future (marriage, family, relationship, intimacy). Ask yourself how realistic your hopes and expectations are, and what you might do to improve the chances of your success.

Writing a good Sexual Self-Analysis paper requires that you look honestly at yourself and the significant people in your life. Putting your experiences and feelings down on paper helps to give you a new understanding of them, especially when an experience has been traumatic and you have avoided dealing with it in the past. It can also help you line up your expectations and priorities, take advantage of your strengths and resources, and cope better with your limitations.

You may or may not care to share and discuss your Sexual Self-Analysis with someone close to you, a very good friend or your significant other. When you get your Sexual Self-Analysis paper back, put it aside in a safe, secure place for a while. Come back to it a month or two later and reread it. Note any new insights or thoughts this rereading brings to the surface. Then put it away again and come back to it a year or two from now. In reviewing your Sexual Self-Analysis, you may be surprised at how your views change with time. But, then, this is part of living and growing, and recognizing how you have changed makes your life richer and fuller.

Option 3: Research Paper on opposing views in sexuality (5-page minimum + articles)

Pick a controversial topic in sexuality from the list below. Then, locate at least three articles for each side of the issue. These can come from newspapers, magazines, websites, books, or from professional journals. You will have a total of 6 articles (3 pro and 3 con) for this paper.

- Write at least five main bullet points for each side that summarize the content of the articles on the first pages.
- Then discuss which side of the debate you favor and why.
- Turn in a copy of each of the 6 sources along with the paper. This assignment should be a minimum of 5 pages, not including the source articles you cite in the paper and attach to it.

Controversial topics for research paper:

- Comprehensive school sexuality education v. abstinence-only education
- Opposing views on legal prostitution
- Opposing views on censoring explicit erotic material
- Opposing views on sexual addiction
- Opposing views on sex offender registries
- Opposing views on legal abortion
- Opposing views on equal rights including marriage for lesbian, gay, bisexual, and transgender people

If you would like to discuss another controversial topic in sexuality you may request permission from the instructor.

Option 4: Conduct a training and /or presentation on a relevant topic.

Suggested venues for the project include your practicum placement, place of employment, or a brown bag lunch. Submit an Audio or videotape, program outline, and/or Power along with a reference list and participant sign in and evaluations by participants).

The University has a standard grade scale:

A = 90-100, B = 80-89.9, C = 70-79.9, D = 60-69.9, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Tentative Schedule:

| Week # | Class Schedule, Assignments and Due Dates | | |
|--------|--|---|---|
| | Monday (or as noted) | Thursday | Saturday |
| 1 | 11/11 -Read Ch 1-3 -Review PowerPoint lecture and videos | 11/14 | 11/16 -Post your initial responses to week 1 threads by today |
| 2 | 11/18 | 11/21 | 11/23 |
| 3 | 11/25 | 11/28 -Post comments/questions to 3 classmates' posts for week 1 by today | 11/30 -Reply to all classmate's comments/questions for week 1 posts by today |
| 4 | 12/2 -Read Ch 4-6 -Review PowerPoint lectures and videos | 12/5 | 12/7 -Post your initial responses to week 3 threads by today |
| 5 | 12/9 | 12/12 -Post comments/questions to 3 classmates' posts for week 3 by today | 12/14 -Reply to all classmate's comments/questions for week 3 posts by today |
| 6 | 12/16 -Read Ch 7-9 -Review PowerPoint lectures and videos | 12/19 | 12/21 -Post your initial responses to week 5 threads by today |
| 7 | 12/23 | 12/26 | 12/28 |
| 8 | 12/30 | 1/2 | 1/4 |
| 9 | 1/6 Video Analysis Report of Sexual Health Due | 1/9 -Post comments/questions to 3 classmates' posts for week 5 by today | 1/11 -Reply to all classmate's comments/questions for week 5 posts by today |
| 10 | 1/13 -Read Ch 10 -Review PowerPoint lectures and videos | 1/16 | 1/18 -Post your initial responses to week 7 threads by today |

| | | | |
|----|--|---|--|
| | | | |
| 11 | 1/20 | 1/23 -Post comments/questions to 3 classmates' posts for week 7 by today | 1/25 -Reply to all classmate's comments/questions for week 7 posts by today |
| 12 | 1/27 -Submit a short description of what you plan to do for your Final Project by today | 1/30 | 2/1 |
| 13 | 2/3 | 2/6 | 2/8 |
| 14 | 2/10 -Submit your Final Project by Today | 2/13 | 2/15 |

Grades are due by 2/18/20

Professor reserves right to modify syllabus as needed.

Consult the catalog for important deadlines to add/drop, withdrawal, etc.